



THE UNITED ARAB REPUBLIC BROADCASTING CORPORATION

العربية بالراديو

ARABIC BY RADIO

BOOK TWO - PART ONE

القاهرة

CAIRO

1973

Copyright reserved by the
U. A. R. Broadcasting Corporation

To obtain a copy of this companion write to :

ARABIC BY RADIO

P. O. Box 325

Cairo, U. A. R.

Printed by
the Arab States Centre for Functional Literacy
Sirs-el-Layyan, Menoufia, U.A.R.

ألف هذا الكتاب بالعربية :

الأستاذ الدكتور السيد يعقوب بكر

الأستاذ محمد شفيق عطا

الأستاذ السيد محمد العزاوي

الترجمة الصوتية والترجمة الإنجليزية :

الدكتور ألبرت جورجى عبد الله

الرسوم بريشة الفنان محمد قطب

Arabic Original by:

Professor Dr. El-Sayed Yacoub Bakr

Ustaz Muhammad Shafik 'Ata

Ustaz El-Sayed Muhammad El-'Azzawy

Phonetic Transcription and English Translation by:

Dr. Albert G. Abdallah

Illustrations by:

Muhammad Kotb

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مقدمة الكتاب الثاني

تعلمت في الكتاب الأول طرفاً من أساليب اللغة العربية، وألمت ببعض مفرداتها، ولأحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على السنة المتعلمين من العرب في حياتهم اليومية. وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة، فلم نخض في التفاصيل النحوية، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة، أو سمعتها ملفوظة، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال في الحياة اليومية.

والآن نريد في هذا الكتاب بأجزائه الأربعة* أن نعرض عليك القواعد النحوية الأساسية للغة العربية في نسق متصل ومنهج متماسك، وأن نزيد ثروتك اللغوية زيادة كبيرة، فنتمكن من التعمق في فهم العربية ومن كتابة بعض الجمل العربية المركبة. وفي سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية، ولكن دون أن نبتعد عن شئون الحياة اليومية. وفي سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس للدراسة موضوع نحوي معين؛ وذلك في نطاق منهج نحوي عام وضعناه منذ البداية، فيكون كل درس مكملًا للدرس السابق وممهّدًا للدرس اللاحق.

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء: مادة القراءة، والملاحظات النحوية، والتمرينات. وموضوع مادة القراءة هو عنوان الدرس، وتجده دائماً في رأس كل درس. وقد راعينا في مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التي نريدها من الدرس. وهذه القاعدة النحوية هي مادة الملاحظات النحوية التي تأتي عقب ذلك. ومنهجنا في هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة، ثم نبين ما تنطوي عليه من قواعد نحوية. وقد أردنا أن تلم بعض الإلمام بالمصطلحات النحوية العربية؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك في هذه المرحلة. وتأتي التمرينات في آخر الدرس، وهي مستقاة أولاً من مادة القراءة الخاصة بالدرس، ثم من الدروس التي مرت بك في الكتاب الأول؛ ولهذا أحلناك في بعض هذه التمرينات إلى دروس معينة في الكتاب الأول لترجع إليها.

* يبدأ هذا الكتاب بالدرس الثاني والخمسين، لأنه استكمال للكتاب الأول.

وقد التزمنا في هذا الكتاب ضبط كل كلمة ضبطاً كاملاً (سواء أكانت في مادة القواعد أم في الملاحظات النحوية أم في التمرينات) . أما الكتابة الصوتية فقد التزمناها في مادة القراءة فقط ، وأسقطناها في الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلاً إما في الدرس نفسه وإما في الكتاب الأول ، فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ، فالحركات العربية كفيلاً بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربي ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزئين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملاً . وقد ساعدناك بالكتابة الصوتية في ستة أجزاء كاملة (الأجزاء الأربعة التي يتكون منها الكتاب الأول ، والجزءان الأول والثاني من الكتاب الحالي) ، وعليك في الجزئين الباقيين (الجزئين الثالث والرابع من الكتاب الحالي) أن تعتمد على نفسك في قراءة الكلمات العربية مستعينا بالحركات وبأداء المذيع العربي .

وتجد في أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوي الذي يتناوله . وفي آخر كل جزء قاموس أبجدي للكلمات الجديدة التي وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملاً ، فأغنيك عن كتابتها الصوتية . وستلاحظ أننا أوردنا الأسماء وهي في حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التي وردت فعلاً في الدروس . والتزمنا إسقاط أداة التعريف إلا في الحالات التي تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولي التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (i.e. marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (viz. the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article «ال» is not indicated except in those words which change form when the article is not prefixed to them.

الرَّمُوزُ الصَّوْتِيَّةُ

SOUND SYMBOLS

د	ض	پ	الهمزة
ت	ط	ب	ب
ة	ظ	ت	ت
س	ع	ث	ث
ج	غ	ج	ج
ف	ف	ح	ح
ق	ق	خ	خ
ك	ك	د	د
ل	ل	ذ	ذ
م	م	ر	ر
ن	ن	ز	ز
ه	ه	س	س
و	و	ش	ش
ي	ي	ص	ص

	absence of vowel	السكون
short « a »	a	الفتحة
long « a »	aa	الفتحة الطويلة
ʔ followed by long « a »	ʔaa	(آ) الهمزة محركة بفتحة طويلة
short « i »	i	الكسرة
long « i »	ii	الكسرة الطويلة
short « u »	u	الضمة
long « u »	uu	الضمة الطويلة
« a » with nunation	an	أ الفتحة مع التنوين
« i » with nunation	in	إ الكسرة مع التنوين
« u » with nunation	un	أ الضمة مع التنوين
doubling with « a »		أ الشدة مع الفتحة
doubling with « i »		أ الشدة مع الكسرة
doubling with « u »		أ الشدة مع الضمة
doubling with « an »		أ الشدة مع الفتحة والتنوين
doubling with « in »		أ الشدة مع الكسرة والتنوين
doubling with « un »		أ الشدة مع الضمة والتنوين

الكتاب الثاني

الجزء الأول

فهرس

الموضوع النحوى	العنوان	رقم الدرس	رقم الصفحة
تقسيم الكلمة إلى اسم وفعل وحرف	نحن نستمع ونتعلم	٥٢	١
تقسيم الفعل إلى ماضٍ ومضارع وأمر	تعلم النطق الصحيح	٥٣	٨
تقسيم الاسم إلى مذكر ومؤنث	وسائل المواضلات	٥٤	١٣
(تابع) تقسيم الاسم إلى مذكر ومؤنث	الصحف	٥٥	١٩
أنواع الجموع	الشرطى	٥٦	٢٧
المثنى	مباراة في كرة القدم	٥٧	٣٣
مراجعة	حلوان	٥٨	٣٨
تقسيم الاسم إلى نكرة ومعرفة	الجامعة	٥٩	٤٥
العلم والمعرف بـ «الـ»	أهرام الجيزة	٦٠	٥١
ضمان الزفع المنفصلة	العمل	٦١	٥٨
الأسماء الموصولة	في المسرح	٦٢	٦٦
أسماء الإشارة للمفرد والجمع	مجلة نبيل ومجلة نهاد	٦٣	٧٤
أسماء الإشارة للمثنى	جمع الطوابع	٦٤	٨٢
التعريف بالإضافة	مجلد الكتب	٦٥	٨٩
تقسيم الجملة إلى اسمية وفعلية	فصول السنة	٦٦	٩٦

BOOK TWO - PART ONE
TABLE OF CONTENTS

<i>Lesson Number</i>	<i>Page Number</i>	<i>Title</i>	<i>Grammatical Subject</i>
52	1	<i>We listen (in) and learn</i>	Classification of words into nouns, verbs and particles
53	8	<i>Learn correct pronunciation</i>	Classification of verbs into perfect, imperfect and imperative
54	13	<i>Means of communication</i>	Classification of nouns into masculine and feminine
55	19	<i>Newspapers</i>	Classification of nouns into masculine and feminine (continued)
56	27	<i>The policeman</i>	Kinds of plurals
57	33	<i>A football match</i>	The dual
58	38	<i>Helwan</i>	Revision
59	45	<i>The University</i>	Classification of nouns into definite and indefinite
60	51	<i>The Pyramids of Guiza</i>	Proper nouns and nouns defined by ال
61	58	<i>Work</i>	Nominative separate personal pronouns
62	66	<i>At the theatre</i>	Relative pronouns
63	74	<i>Nabil's magazine and Nihad's magazine</i>	Demonstrative pronouns for the singular and the plural
64	82	<i>Collecting stamps</i>	Demonstrative pronouns for the dual
65	89	<i>The bookbinder</i>	Definition of constructs by definite genitives
66	96	<i>The seasons of the year</i>	Classification of sentences into nominal and verbal

الدَّرْسُ الثَّانِي وَالْخَمْسُونَ

ʔaddarsu ʔaʔaanii walxamsuuna

Lesson Fifty Two



نَحْنُ نَسْتَمِيعُ وَنَتَعَلَّمُ

naḥnu nastamiʕu wanataʕallamu

We Listen (in) and Learn.

أَخْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔaḥḍara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi
and sat at his desk.

وَأَخْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔaḥḍarat faatimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدُ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book,

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا

wafatahat faatimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ

haana maw'idu ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادِيُو ،

maajidun yastami'u Pila rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادِيُو

wafaatimatu tastami'u Pila rraadyoo
and Fatimah listens to the radio.

الْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

Palmu'allimu yantiqu kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yantiqu waraa'ahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ

wafaatimatu tantiqu waraa'ahu
and Fatimah repeats after him.

الْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

Palmu'allimu yaqra'u jumlatan jadiidatan
The teacher reads a new sentence,

وَمَا جِدُّ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqra?u waraa?ahu
and Maged reads after him,

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaatimatu taqra?u waraa?ahu
and Fatimah reads after him.

تَقْدِمُ الْمُعَلِّمُ فِي الدَّرْسِ

taqaddama lmu'allimu fi ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ

nataqa wašaraḥa waqara?a
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمْلَ

nataqa lkalimaati ljadiidata wašaraḥa ma'naahaa waqara?a ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَأَسْتَمَعَ مَا جِدُّ ، وَنَطَقَ ، وَقَرَأَ

wastama'a maajidun wanataqa waqara?a
And Maged listened, pronounced and read.

وَأَسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ

wastama'at faatimatu wanataqat waqara?at
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ

oumma ntaha ddarsu
Then the lesson came to an end.

رَاجَعَ مَا جِدُّ الدَّرْسَ

raaja'a maajidunu ddarsa
Maged revised the lesson.

نَظَرَ فِي الْكِتَابِ وَقَرَأَ الْجُمْلَ

naḍara fi lkitaabi waqara?a ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ

eumma ʔaxaḏa lqalama wakataba ttamriinaati

Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

eumma naadaa faatimata waqaala

Then he called Fatimah and said (to her);

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ

ʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati

"I have revised the lesson and written the exercises."

وَقَالَتْ فَاطِمَةُ :

waqaalat faatimatu

And Fatimah said;

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَاتِ

waʔanaa raajaʔtu ddarsa wakatabtu ttamriinaati

"And I have revised the lesson and written the exercises."

أَنْتَ تَسْتَمِعُ إِلَى الرَّادِيُو وَتَتَعَلَّمُ

ʔanta tastamiʔu ʔila rraadyoo watataʔallamu

You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادِيُو وَأَتَعَلَّمُ

waʔanaa ʔastamiʔu ʔila rraadyoo waʔataʔallamu

And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيُو

nahnu nataʔallamu llugata ʔarabiyyata mina rraadyoo

We learn the Arabic Language by radio."

GRAMMATICAL NOTES

الملاحظات النحوية

Read the following words:

faatimatu

فَاطِمَةُ

maajidun

مَاجِدٌ

Palkitaabu

الْكِتَابُ

kitaabun

كِتَابٌ

Paddarsu

الدَّرْسُ

darsun

دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْم ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « Pal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « Pal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word Paddarsu الدَّرْسُ the definite article Pal occurs in its assimilated form.

Read the following words:

اقرأ الكلمات الآتية :

fataha

فَتَحَ

jalasa

جَلَسَ

Saraḥa

شَرَحَ

nataqa

نَطَقَ

qaraʔa

قَرَأَ

tastamiʕu

تَسْتَمِعُ

yastamiʕu

يَسْتَمِعُ

tantiqu

تَنْطِقُ

yantiqu

يَنْطِقُ

taqraʔu

تَقْرَأُ

yaqraʔu

يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْل ».

Read the following words:

اقْرَأُ الْكَلِمَاتِ الْآتِيَةَ :

fi

فِي

Pilaa

إِلَى

wa

وَ

min

مِنْ

oumma

ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun **إِسْمٌ**, a verb **فِعْلٌ** or a particle **حَرْفٌ**.

EXERCISES

تمرينات

1. Underline the nouns in the following words:

أَخْضَرَ - كَلِمَةٌ - الْمُعَلِّمُ - وَرَاءَ - تَنْطِقُ - جُمْلَةٌ

2. Underline the verbs in the following words:

الْجُمْلُ - انْتَهَى - الْكَلِمَاتُ - اسْتَمَعَ - رَاجَعَ - اللُّغَةُ

3. Classify the words in the following sentences into verbs, nouns and particles:

أَخْضَرَ مَا جَدَّ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ
نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادِيُو

4. Supply three more examples of each of the following parts of speech:

a particle

حَرْفٌ

إِلَى

a verb

فِعْلٌ

قَالَ

a noun

اسْمٌ

الْكِتَابُ

الدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ

ʔaddarsu ʔaaaliʔu walʔamsuuna
Lesson Fifty Three



تَعَلَّمِ النُّطْقَ الصَّحِيحَ

taʔallami nnutqa ʔsahiiha
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faatimatu limaaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ

samiʔna ddarsa waraajaʔnaahu wakatabna ttamriinaati
"We have listened to the lesson, revised it and-written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ

ʔaʔid nutqa lkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ

ʔanta tantiqu waʔanaa ʔasmaʔu
You pronounce and I'll listen.

أَرْجُو أَنْ تُحْسِنَ النُّطْقَ

Parjuu Pan tuhsina nnutqa.
I hope you pronounce well."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِعُ

maajidun yantiqu wafaatimatu tastamiṣu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says,

انْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى

Pintiqi lkalimata marratan Puxraa
"Pronounce the word once more.

النُّطْقُ خَطَا

Pannutqu xataṭun
The pronunciation is incorrect."

مَا جِدُّ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ

Panaa samiṣtu haaḏa nnutqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faatimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضًا

waṭanaa samiṣtuhu ṭaydan
"I have heard it, too.

اقْرَأِ الْكَلِمَةَ مِنَ الْكِتَابِ

Piqra?i lkalimata mina lkitabi
Read the word from the book."

مَا جِدُّ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ

maajidun yuraajisu nnutqa waya?rifu l?ata?a

Maged checks the pronunciation (of the word) and finds out the error.

مَا جِدُّ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaškuru faatimata wayaquulu
Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . انْطِقِي مَعِيَ

yajibu ?an nuraajisa nnutqa ?intiqii ma?ii

"We should revise the pronunciation. Let's pronounce together."

مَا جِدُّ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ

maajidun yantiqu wafaatimatu tantiqu ma?ahu

Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَا جِدُّ وَفَاطِمَةُ الْقِرَاءَةَ

?atamma maajidun wafaatimatu lqiraa?ata

Maged and Fatimah have finished reading.

تَعَلَّمَ مَا جِدُّ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ

ta?allama maajidun wafaatimatu nnutqa ssahiha

Maged and Fatimah have learnt the correct pronunciation,

GRAMMATICAL NOTES

الملاحظات النحویة

A. Read the following words:

اقرأ الكلمات الآتية :

sami'a

سَمِعَ

qaala

قَالَ

kataba

كَتَبَ

nataqa

نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « **الفِعْلُ الْمَاضِي** ».

B. Read the following words:

اقرأ الكلمات الآتية :

nuraaji'su

نُرَاجِعُ

pasma'su

أَسْمَعُ

taquulu

تَقُولُ

yantiqu

يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « **الفِعْلُ الْمُضَارِعُ** ».

Note that the present tense begins by one of these letters:

أ - ن - ي - ت

C. Read the following words:

اقرأ الكلمات الآتية :

Pintiq

اِنْطِقْ

PaSid

أَعِدْ

Piqra?

اِقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « **فِعْلُ الْأَمْرِ** ».

Thus the verb, in Arabic, is either *past*, *present* or *imperative*.

EXERCISES

تمرینات

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(۱) ظَهَرَ الْفَجْرُ .

(۲) الْمُؤَذِّنُ يَذْهَبُ إِلَى الْجَامِعِ .

(۳) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .

(۴) قَالَ مَحْمُودٌ لِأَخِيهِ :

(۵) قُمْ وَصَلِّ مَعِيَ .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ - أَنْظِرِي - أُرِيدُ - نَرْجِعُ - شَاهَدْتُ

(۱) أَنَا رُؤْيَا الطُّيُورِ .

(۲) نَحْنُ الْآنَ إِلَى مَكَانِ الطُّيُورِ .

(۳) يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .

(۴) نِهَادُ الطُّيُورِ .

(۵) هَيَّا إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B) :

(B)
 يَبِيعُ
 حَرَبَ
 يَجْلِسُ
 سَبَحَتْ

(A)
 (۱) سَالِمٌ
 (۲) الْخَضِرَى
 (۳) الْبَطَّةُ
 (۴) الْفَلَّاحُ

4. Fill in the blanks with suitable verbs:

(۱) مَاجِدٌ يَنْطِقُ ، وَفَاطِمَةُ

(۲) يَا مَاجِدُ الْكَلِمَةَ مَرَّةً أُخْرَى .

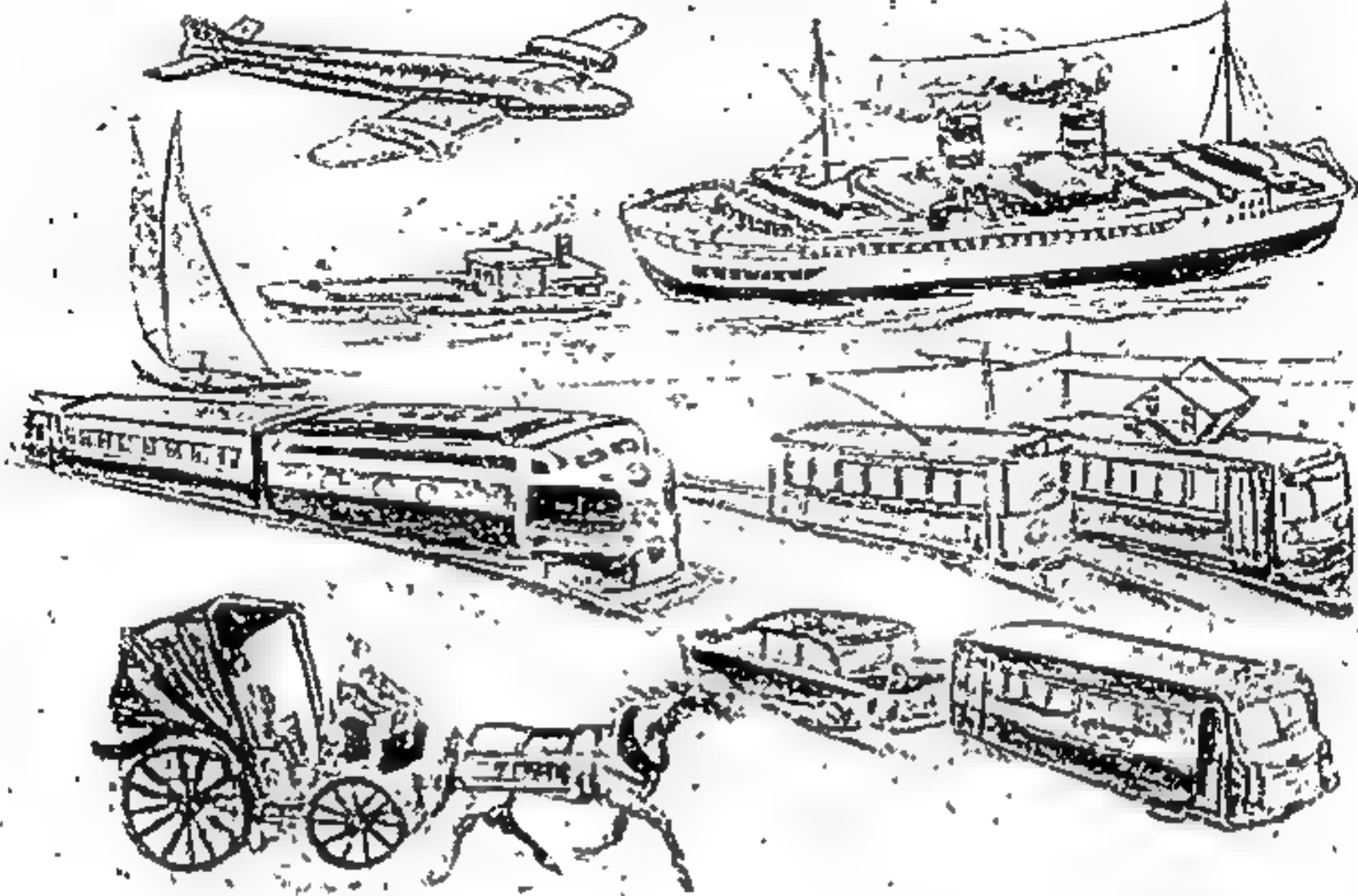
(۳) مَاجِدٌ يَقُولُ : أَنَا هَذَا النُّطْقِ .

(۴) مَاجِدٌ وَفَاطِمَةُ النُّطْقِ الصَّحِيحَ .

الدَّرْسُ الرَّابِعُ وَالْخَمْسُونَ

Ṣaddarsu rraabiṣu walṣamsuuna

Lesson Fifty Four



وَسَائِلُ الْمُواصَلَاتِ

wasaaṣilu lmuwaasalaati

Means of Communication

أَحْمَدُ يَعِيشُ فِي الْقَرْيَةِ

Ṣahmadu yaṣiiṣu fi lqaryati
Ahmad lives in the village.

مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ

madrasatu Ṣahmada baṣiidatun ṣani lqaryati
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَاجَةَ ، وَيَذْهَبُ إِلَى

الْمَدْرَسَةِ

Ṣahmadu yarkabu dḍarraajata
wayaḍhabu Ṣila lmadrasati

Ahmad rides the bicycle and goes to school.



وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu Pahlmada qaala lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ

satazuuru sammaka fi lqaahirati
"You will visit your uncle in Cairo."

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ

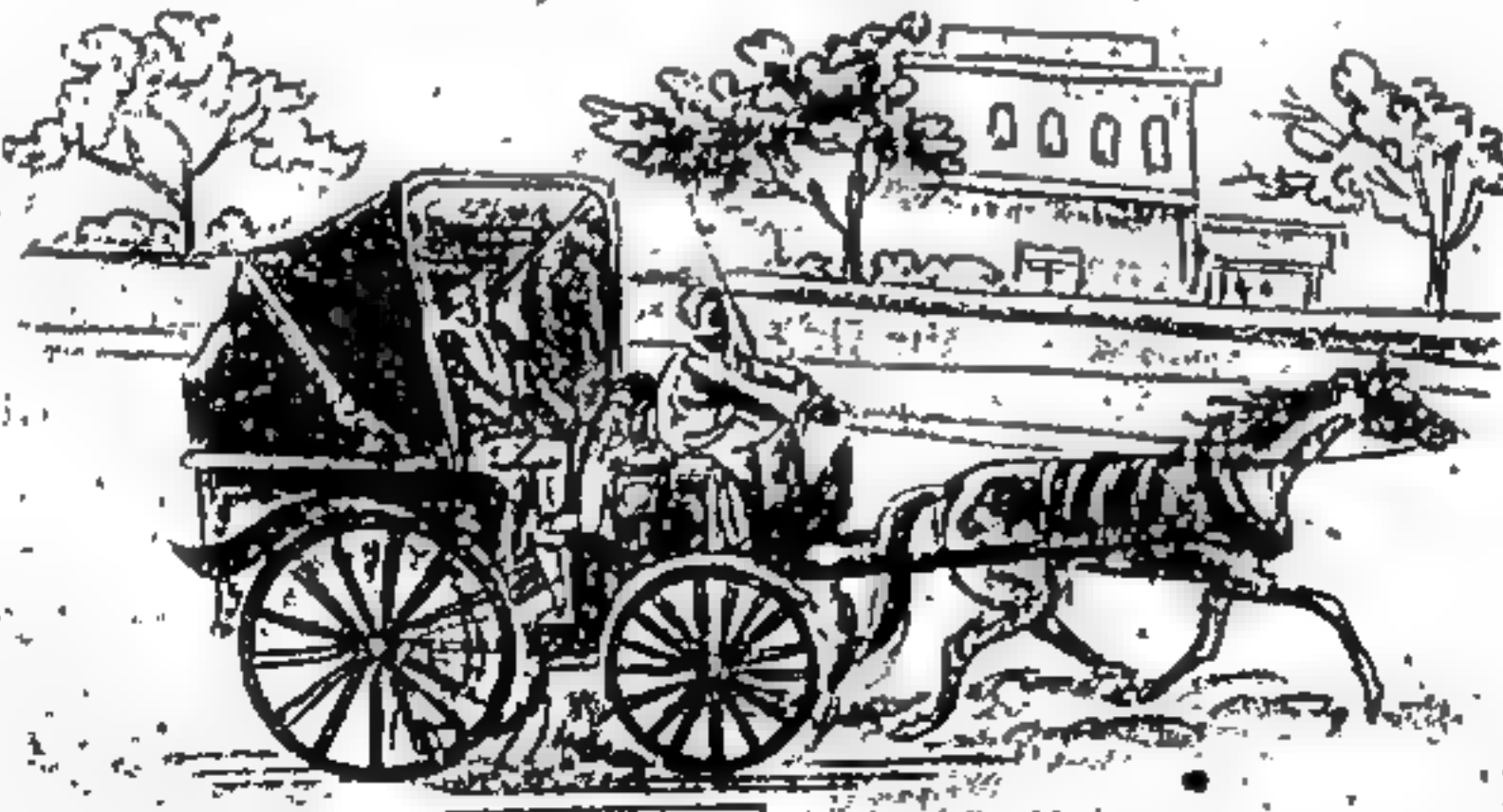
Pahlmadu masruurun biziyaarati sammahi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضًا

waʔuxtuhu suʔaadu masruuratun ʔaydan
And his sister Suad is happy, too.

الْأُسْرَةُ رَكِبَتْ عَرَبَةً

ʔalʔusratu rakibat ʔarabatan
The family got in a carriage.



الْعَرَبَةُ يَجْرِهَا خِصَانٌ قَوِيٌّ

PalSarabatu yajurruhaa hisaanun qawiyyun
The carriage is drawn by a strong horse.

الْعَرَبَةُ وَصَلَتْ إِلَى الْمَحْطَةِ

PalSarabatu wasalat Pila Imahattati
The carriage arrived at the (railway) station.

الْأُسْرَةُ رَكِبَتْ الْقِطَارَ

PalPusratu rakibati lqitaara
The family got on the train.

الْقِطَارُ سَرِيعٌ

Palqitaaru sariisun
It is an express train.

الْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ

Palqitaaru wasala Pila lqaahirati
The train arrived in Cairo.

الْأُسْرَةُ رَكِبَتْ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ

PalPusratu rakibat sayyaaratan Pilaa manzili saalimin
The family took a car to Salim's house.

السَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ

Passayyaaratu tasiiru fi šawaariši lqaahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ

Pahmadu šaahada fi ššawaariši
In the streets Ahmad saw:

التَّرَامَ - وَالْمِتْرُو - وَالْأَتُوبِيسَ

Pattiraama walmetroo walPotoobiisa
The tram, the metro and the bus.

السَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ

Passayyaaratu wasalat Pilaa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النَّيْلِ

manzilu saalimin Salaa Saati?i nniili
Salim's house is by the Nile.

أَحْمَدُ رَأَى فِي النَّيْلِ

Pahmadu ra?aa fi nniili
On the Nile Ahmad saw:

الْقَارِبَ الشَّرَاعِيَّ وَالْقَارِبَ الْبُخَّارِيَّ

Palqaariba ssiraafiyya
walqaariba lbuxaariyya
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ

wasaaahada ttaa?irata tatiiru fi lhawaa?i
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ

Pahmadu masruurun biziyaarati lqaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمُواصَلَاتِ

Pahmadu ra?aa ba?ida wasaa?ili lmuwaasalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية:

Palqaaribu الْقَارِبُ

hisaanun

حَصَانٌ

?ahmadu

أَحْمَدُ

Palhawaa?u الْهَوَاءُ

Palqitaaru

الْقَطَارُ

waalidun

وَالِدٌ

manzilun

مَنْزِلٌ

?ammun

عَمٌّ

Each of these words is a noun indicating a *masculine singular* «مُفْرَدٌ مَذَكَّرٌ»

B. Read the following words:

اقرأ الكلمات الآتية:

maḥattatun مَحِطَّةٌ

Palqaahiratu

الْقَاهِرَةُ

Palqaryatu

الْقَرْيَةُ

sayyaaratun سَيَّارَةٌ

Pal?usratu

الْأُسْرَةُ

madrasatun

مَدْرَسَةٌ

Pattaapiratu الطَّائِرَةُ

Sarabatun

عَرَبَةٌ

Paddarraajatu

الدَّرَاجَةُ

Each of these words is a noun indicating a *feminine singular* «مُفْرَدَةٌ مُؤَنَّثَةٌ»

Note that a feminine singular noun ends with «ة - ة» which is pronounced «هـ» in pause. This feminine ending is called «التاء المربوطة».

Thus nouns in Arabic fall into two groups: *masculine* and *feminine*.

EXERCISES

تمرينات

1. Indicate the masculine and the feminine nouns in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .

(٢) الطَّائِرَةُ تُطِيرُ فِي الْجَوِّ .

(٣) مُحَمَّدٌ خَرَجَ مِنَ الْمَنْزِلِ .

(٤) الْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .

(٥) الزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

مَدْرَسَةٌ أَحْمَدُ بَعِيدَةٌ عَنْ

(٢) سَرِيعٌ .

(٣) سَالِمٌ عَلَى شَاطِئِ النَّيْلِ .

(٤) يَجْرُهَا قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

فَا (١) فَاكِهَةُ الْمَطْعَمِ (طَازِجَةٌ - طَازِجٌ)

أ (٢) الْمَلْعَقَةُ (نَظِيفٌ - نَظِيفَةٌ)

أ (٣) الطَّبَّاخُ (مَاهِرٌ - مَاهِرَةٌ)

أ (٤) الطَّبْقُ (وَاسِعٌ - وَاسِعَةٌ)

أ (٥) الْمَائِدَةُ (مُرْتَبٌ - مُرْتَبَةٌ)

4. Write four more masculine singular nouns under A, and four more feminine singular nouns under B:

A

أَحْمَدُ

B

فَاطِمَةُ

(١)

(٢)

(٣)

(٤)

الدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

Ṣaddarsu lḫaamisū walḫamsuuna

Lesson Fifty Five



الصُّحُفُ

Ṣaṣṣuhufu

Newspapers

أَحْمَدُ فِي بَيْتِ عَمِّهِ سَالِمٍ .

Ṣaḥmadu fī bayti ṣammihī saalimin .
Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادٍ وَسُودٍ .

yajlisu Ṣaḥmadu maʿa nabiilin wanihaada wasuṣaada
Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسَ الْبَابُ يَدُقُّ .

jarasu lbaabi yaduqqu
The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi

Who is at the door?

هُوَ بَائِعُ الصُّحُفِ، أَحْضَرَ صُحُفَ الصَّبَاحِ

huwa baaʔiṣu ṣṣuhufi ʔahdara
ṣuhufa ṣṣabaahi

It's the newspaper man. He has
brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ، وَيَأْخُذُ الصُّحُفَ

nabiilun yaftahu lbaaba wayaʔxuḏu ṣṣuhufa

Nabil opens the door and takes the
newspapers.

نَبِيلٌ يَعْزِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ

nabiilun yaʔridu ṣṣuhufa ʔalaa ʔahmada wanihaada wasuʔaada
Nabil shows the newspapers to Ahmad, Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الْأَخْبَارِ »

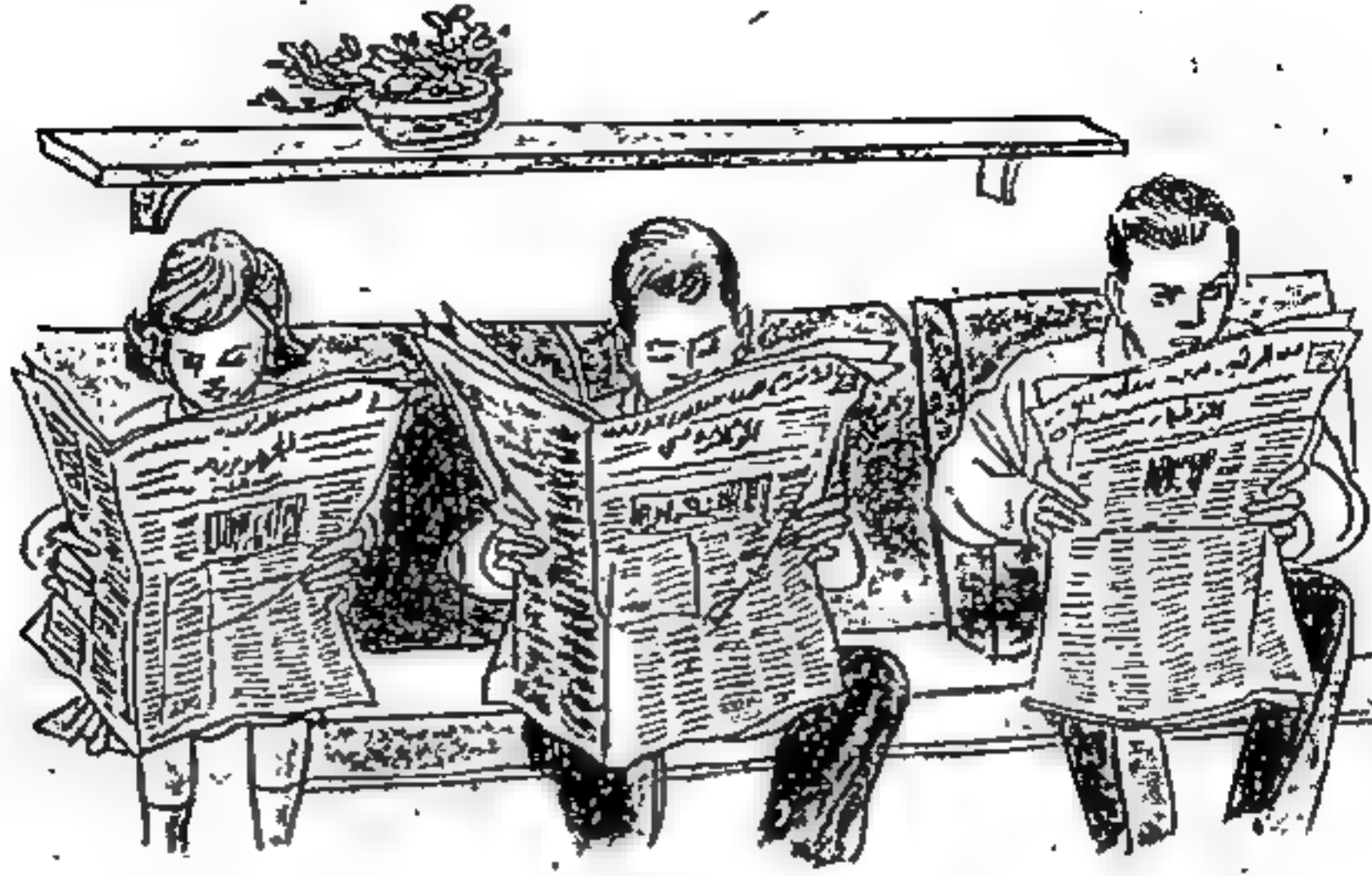
ʔaxaḏa ʔahmadu sahiifata lʔaxbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ »

waʔaxaḏat nihaadu sahiifata ljumhuuriyyati
And Nihad took the Al-Jumhuriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الْأَهْرَامِ »

waʔaxaḏa nabiilun sahiifata lʔahraami
And Nabil took the Al-Ahram newspaper.



نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ

nabiilun yaqraʔu ʔaxbaara rriyaadati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التَّلِيْفِزْيُونِ

waʔahmadu yaqraʔu barnaamaja tulliivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادٌ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ

wanihaadu taqraʔu nnaʕrata ljawwiyyata
And Nihad reads the weather bulletin.

نِهَادٌ تَقُولُ: حَظُّنَا سَعِيدٌ

nihaadu taquulu haʕḏunaa saʕiidun
Nihad says, "We are lucky."

الْجَوُّ دَافِي الْيَوْمَ ، وَالسَّمَاءُ صَافِيَةٌ ، وَالشَّمْسُ سَاطِعَةٌ

ʔaljawwu daafiʔunu lyawma wassamaaʔu saafiyatun waʕʕamsu saatifatun
The weather is warm to-day. the sky is clear and the sun is shining brightly."

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastatiisu ʔan naxruja lyauma
"We can go out to-day.

وَنَتَفَرَّجُ فِي شَوَارِعِ الْقَاهِرَةِ

wanatafarraja fi šawaariši lqaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔahmadu waqaala
Ahmad was pleased and said;

وَفِي الْمَسَاءِ نَرَى فِي التِّلْفِيزِيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaaʔi naraa fi ttilliivizyuuni masrahiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal šaraftum faaʔidata šṣuḥufi
Nabil said, "Do you know now how useful newspapers are?"

GRAMMATICAL NOTES

الملاحظات النحوية

A. Read the following words:

اقرأ الكلمات الآتية :

nihaadu

نَهَادُ

suṣaadu

سَعَادُ

Ṣassamaaṣu

السَّمَاءُ

Ṣaṣṣamsu

الشَّمْسُ

Each of these nouns indicates a *feminine singular* «مُفْرَدَةٌ مُؤَنَّثَةٌ».

Note that they do not have the feminine ending «ة - ة».

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye) ṣaynun

عَيْنُ

(an ear) Ṣuḍunun

أُذُنُ

(a hand) yadun

يَدُ

(a leg) rijlun

رِجْلُ

(a foot) qadamun

قَدَمُ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a *genuine feminine* «مُؤَنَّثٌ حَقِيقِيٌّ». A few examples are:

suṣaadu

سَعَادُ

faatimatu

فَاطِمَةُ

baqaratun

بَقَرَةٌ

nihaadu

نَهَادُ

wazzatun

وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* «مُؤَنَّثٌ مَجَازِيٌّ». A few examples are:

sahifātun صَحِيفَةٌ

šajaratun شَجَرَةٌ

sayun عَيْنٌ

sayyaaratun سَيَّارَةٌ

šamsun شَمْسٌ

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending «تْ» but does not have it when used with the masculine noun. (أَحْمَدُ).

D. Read the following:

يَقْرَأُ نَبِيلُ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النُّشْرَةَ الْجَوِيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلُ) has the prefix «يَ» whereas it has the prefix «تَ» i.e. تَقْرَأُ when used with the feminine noun (نِهَادُ).

Thus :

نَبِيلٌ يَقْرَأُ

نِهَادٌ تَقْرَأُ

EXERCISES

تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مَصْبَاحٌ - يَدٌ - مَسْرُوحٌ - مَسْرُوحِيَّةٌ - طَبَقٌ - غُرَابٌ - يَمَامَةٌ -
ذَنْبٌ - بَطَّةٌ - وَزَّةٌ - فِيلٌ - صَقْرٌ - جَرَسٌ

2. Write three more feminine nouns that do not end by « ة - ة » below the example given:

سَعَادٌ

(١)

(٢)

(٣)

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below:

(١) سَاطِعَةٌ

(٢) دَافِيٌ

(٣) تَسْبِقُ الْقِطَارَ

(٤) وَقَفَ فِي الْمَحْطَةِ

(٥) يَحْمِلُ حَقَائِبَهُ

(٦) نُحِبُّ الْقِصَصَ

الْجَوُّ - الطَّائِرَةُ - الشَّمْسُ - نِهَادٌ - الْقِطَارُ - الْمُسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

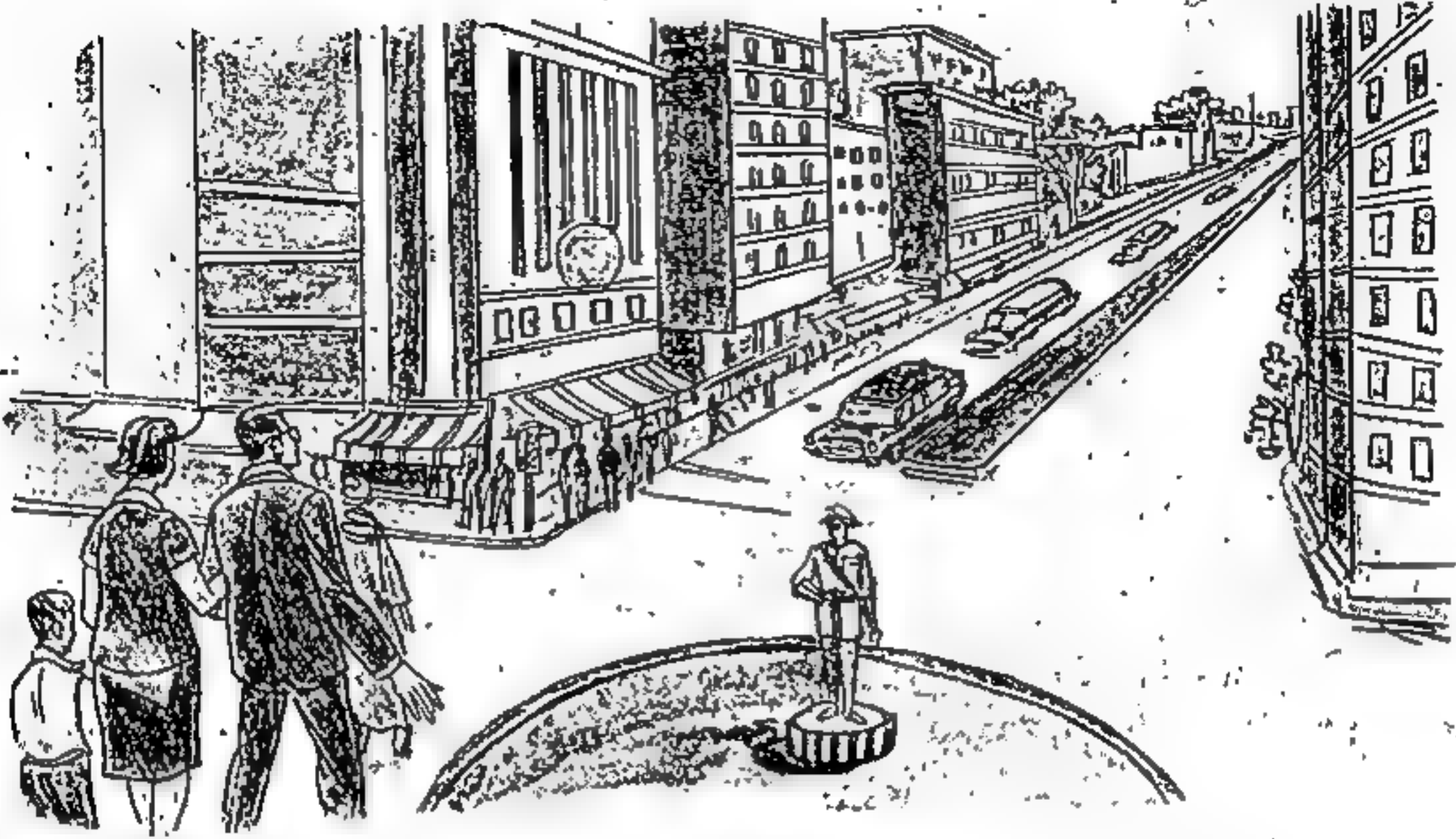
- (۱) اَلْغُرَابُ فَوْقَ الشَّجَرَةِ
 (۲) اَلْخُضْرَىُّ اَمَامَ الدُّكَّانِ
 (۳) اَلْبِنْتُ السَّيَّارَةِ
 (۴) اَلطَّائِرَةُ فِي الْجَوِّ
 (۵) فَاطِمَةُ الدَّرْسَ مِنَ الرَّادِیُّو.

وَقَفَ - طَارَتْ - يَجْلِسُ - تَرْكَبُ - سَمِعَتْ

الدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

Paddarsu ssaadisu walxamsuuna

Lesson Fifty Six



الشَّرْطِيُّ

Paššurtiyyu

The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

ṡarajat Pusratu mahmuudin tušaahidu lmadīinata. ṡaraja maṡahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

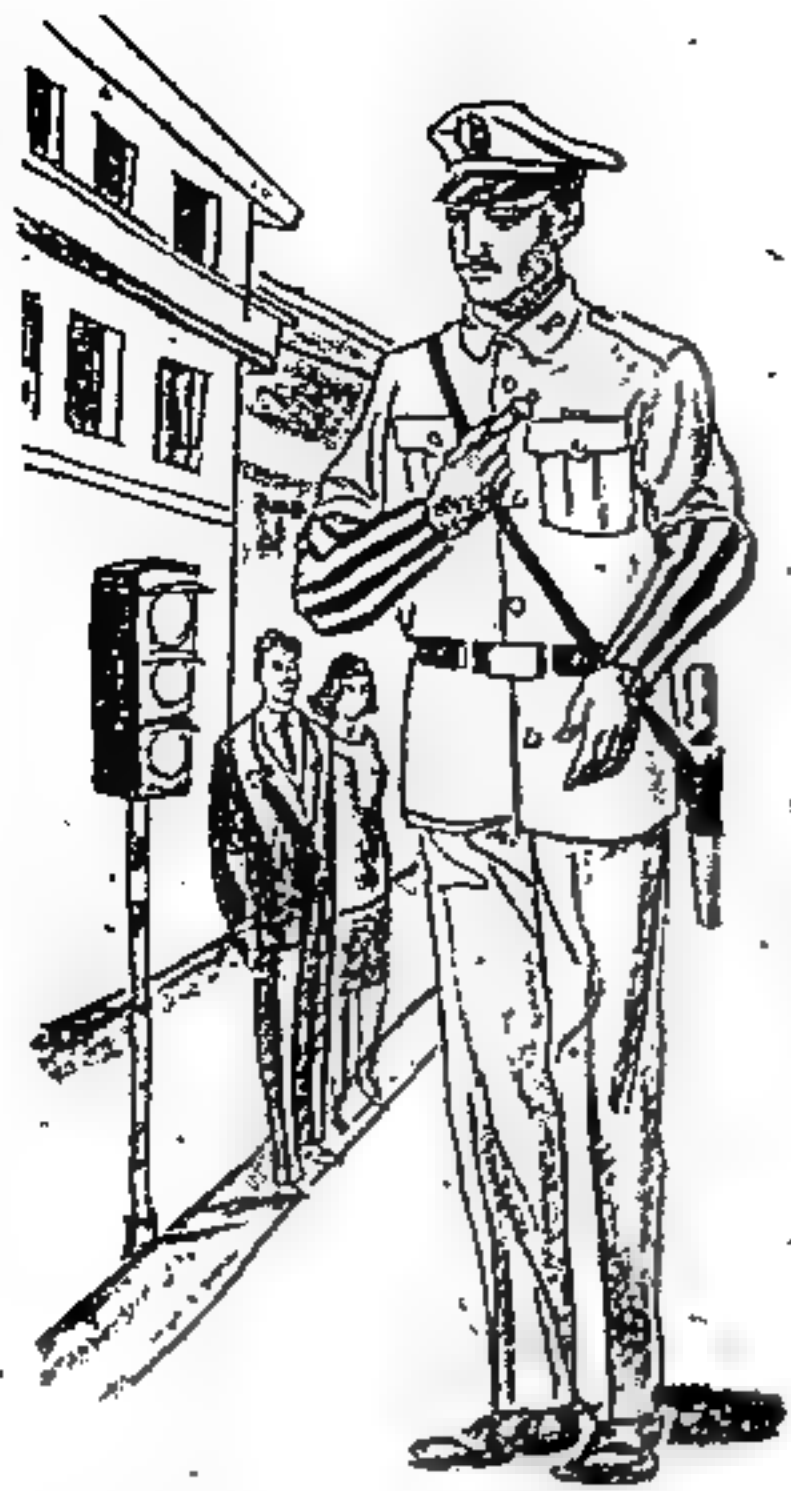
qaala mahmuudun haaḏaa šaariṡun waasiṡun šawaariṡu lmadīinati waasiṡatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتْ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شَرْطِيٌّ .

waṡalati ljamaaʡatu ṡilaa maydaanin faṡiṡhin yaqifu fihi šurtiyyun
The group (family) arrived at a big square where a policeman was standing.

سَالِمٌ : الشَّرْطَةُ يَنْظُمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمِيَادِينِ .

saalimun Paššurtatu yunaḏḏimuuna lmuruura fi ššawaariṡi walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."



مَحْمُودٌ : فِي يَدِ الشَّرْطِيِّ صَفَّارَةٌ .

mahmuudun fii yadi ššurṭiyyi šaffaaratun
Mahmud: "The policeman has a whistle
in his hand."

سَالِمٌ : حِينَ يَنْفُخُ الشَّرْطِيُّ فِي
الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعَبْرَ .

saalimun hiina yanfuxu ššurṭiyyu
fi ššaffaarati yastatiisu ssaaṭiruuna lṣubuura
Salim: "When the policeman blows the
whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaḏaa laa yaṣburu ssaaṭiruuna lṭaana
Mahmud: "Why don't the pedestrians cross now?"

سَالِمٌ : النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ṭannuru ṭahmaru ṭamaama ssaaṭiriina yaṣburuuna sindamaa
yaḥharu nnuuru ṭaxḍaru

Salim: "The red light is on (in front of the pedestrians). They will cross
when the light turns green."

مَحْمُودٌ : السِّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِي فِي طَرِيقِهَا .

mahmuudun ṭassayyaaraatu walṣarabaatu tamḍii fii ṭariiqihaa
Mahmud: "The cars and carriages are running along."

سَالِمٌ : الطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ṭattariiqu ṭamaamaha maftuuhun
Salim: "The way is open for them."

مَحْمُودٌ : انْطَفَأَ النُّورُ الْأَحْمَرُ ، وَظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ṭintafaṭa nnuuru ṭahmaru waḥahara nnuuru ṭaxḍaru
Mahmud: "The red light is off and the green light is on."

وَنَفَخَ الشَّرْطِيُّ فِي صَفَّارَتِهِ .

wanafaxa ššurṭiyyu fi šaffaaratihi
The policeman blew his whistle.

سَالِمٌ : الْآنَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu ssayyaaraatu walʔarabaatu wayaʔburu ssaaʔiruuna
Salim: "Now the cars and the carriages will stop and the pedestrians will cross."

وَعَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waʔabarati lʔamaaʔatu lmaydaana waʔabarat kaʔaálíka jamaaʔaatu nnaasi
Salim's family as well as the other pedestrians crossed.

سَالِمٌ : الشَّرْطِيُّ فِي الْمَدِينَةِ كَالْخَفِيرِ فِي الْقَرْيَةِ . الشَّرْطَةُ سَاهِرُونَ عَلَى
الْأَمْنِ فِي الْمَدْنِ .

saalimun ʔaššurtiyyu fi lmadīinati kalʔafiri fi lqaryati ʔaššurtatu saahiruuna
Sala lʔamni fi lmuduni

Salim: "The policeman in town is like the village guard (khafir) in the village.
Policemen maintain security in cities."

مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ
فِي الْقَرْيَةِ .

mahmuuduh walʔufaraaʔu saahiruuna
Sala lʔamni fi lqaryati

Mahmud: "And the khafirs maintain security
in the village."



GRAMMATICAL NOTES

الملاحظات النحویة

1. Read the following:

اقرأ الآتی :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ - يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ
النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ - النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ

The word السَّائِرُ is masculine singular and it has two plural forms:

السَّائِرُونَ - السَّائِرِينَ. These plural forms are formed from the singular by adding

either the suffix -uuna « مُونَ » or the suffix -iina « مِينَ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called 'sound masculine plurals' « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

السَّائِرُونَ = السَّائِرُ + وَنَ

السَّائِرِينَ = السَّائِرِ + يَنَ

2. Read the following:

اقرأ الآتی :

عَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتِ جَمَاعَاتُ النَّاسِ الْمَيْدَانَ

The word جَمَاعَاتُ is the plural form of the feminine singular word جَمَاعَةٌ .

It is formed from the singular by adding the suffix -aat « آت » after dropping the feminine singular ending « ة » .

It is called 'sound feminine plural' « جَمْعُ مُؤَنَّثٍ سَالِمٌ » .

Other examples are :

السَّيَّارَةُ - السَّيَّارَاتُ

الْعَرَبَةُ - الْعَرَبَاتُ

3. Read the following:

اقْرَأِ الْآتِي :

هَذَا شَارِعٌ وَاسِعٌ - شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِعُ is the plural of the masculine singular word شَارِعٌ .
It is formed from the singular by internal change. It is called 'broken plural'.
« جَمْعٌ تَكْسِيرٌ » .

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شُرْطَةٌ	شُرْطِيٌّ
مِيَادِينُ	مِيَدَانُ
خُفَرَاءُ	خَفِيرٌ
مُدُنٌ	مَدِينَةٌ
الْقُرَى	الْقَرْيَةُ

EXERCISES

تمرینات

1. Give the singular form of each of the following words:

طَائِرَاتٌ - أَشْجَارٌ - مُدَرِّسُونَ - صَيْدَلِيَّاتٌ - فَلَّاحُونَ - مَعَامِلٌ - مَرِيضَاتٌ
تَلَامِيذٌ - مُسَافِرُونَ - رُقُوفٌ - عُمَالٌ - مَنَادِيلٌ - مَكْرُوهُونَ - مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

(ا) تَطِيرُ فِي الْهَوَاءِ .

(ب) يَحْمِلُ الْمُسَافِرُونَ

(ج) الطَّعَامَ لَذِيذَةً .

(د) الْحَلِيقَةَ جَمِيلَةً .

(هـ) يَعْمَلُ بِنِظَامٍ .

(و) هَذِهِ عُلْبَةٌ

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ - النَّشِيطُونَ - رَوَايَاتُ - الْبَقَرَاتُ - ذَاهِبُونَ - مُؤَدِّبُونَ

(ا) الْفَلَّاحُونَ مَحْبُوبُونَ .

(ب) أَحْضَرَتْ الطَّعَامَ .

(ج) فِي الْحَظِيرَةِ .

(د) هُمْ إِلَى الْمَدْرَسَةِ .

(هـ) الْمَسْرَحَ جَمِيلَةً .

(و) أَنْتُمْ ، أَنَا مَسْرُورٌ مِنْكُمْ .

الدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

Paddarsu ssaabiṣu walraṁsuuna

Lesson Fifty Seven



مُبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fii kurati lqadami

A Football Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ

nazala lfariiqu lṭawwalu ṭila lmalṣabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي

wabaṣda qaliilin nazala lfariiqu ṭṭaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ

daara lfariiquaani ḥawla lmalṣabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ

waṣaffaqa nnaasu lalfariiqayni

The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ

waqafa kullu fariiqin fii jaanibihi

Each team stood on one side (of the football field).

وَقَفَ حَارِيسُ الْمَرْمَى أَمَامَ مَرْمَاهُ

waqafa haarisu lmarmaa pamaama marmaahu

The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ

wawaqafa oḍahliiraani pamaama lhaaris

The two backs stood in front of the goalkeeper.

وَفِي الْوَسْطِ وَقَفَ الْمُهَاجِمُونَ

wafi lwasati waqafa lmuhaajimuuna

The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ

wasala lyamiini walyasaari waqafa ljanaahaani

The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ

wabayna lfariiqayni waqafa lhakamu

The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ

saffara lhakamu wabada?ati lmubaaraatu

The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهُجُومَ .

badaʔa lʔariiqu lʔawwalu lhujuuma

The first team started to attack,

وَتَنَاقَلَ الْكُرَّةَ بِسُرْعَةٍ .

watanaaqala lkurata bisurfatin

and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرِينَ .

waʔaflata lmuhaajimuuna mina ɔɔahiirayni

The forwards got away from the backs (succeeded in breaking the defense line).

وَأَحْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفًا .

waʔahraza ljanaahu lʔaymanu hadafan

The right wing scored a goal. - 1.

تَحَمَّسَ الْفَرِيقُ الثَّانِي وَهَاجَمَ بِشِدَّةٍ .

tahammasa lʔariiqu ɔɔaani wahaajama bišiddatin

The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَحْرَزَ هَدَفًا آخَرَ .

walaakinna lʔariiqua lʔawwala ʔahraza hadafan ʔaaxara

But the first team scored another goal.

وَأَنْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha ššawtu lʔawwalu

The first halftime came to an end.

وَفِي الشَّوْطِ الثَّانِي أَحْرَزَ الْفَرِيقُ الثَّانِي هَدَفَيْنِ .

wafi ššawti ɔɔaani ʔahraza lʔariiqu ɔɔaanii hadafayni

In the second halftime the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَأَنْتَهَتْ الْمُبَارَاةُ .

fataSaadala lʔariiquaani wantahati lmubaaraatu

So the two teams drew and the match came to an end.

GRAMMATICAL NOTES

الْمَلَاَحَظَاتُ النُّحَوِيَّةُ

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ - دَارَ الْفَرِيقَانِ - صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ

The word الْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word الْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word الْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « أَنْ » or the suffix *-ayni* « يَنْ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .
وَقَفَ الْجَنَاحَانِ . أَخْرَزَ الْفَرِيقُ هَدَفَيْنِ .

A Dual noun may be either *masculine* as in the previous examples or *feminine* as in the following ones:

Palwardataani jamiilataani

The two roses are beautiful.

الْوَرْدَتَانِ جَمِيلَتَانِ

qatafat su'aadu wardatayni

Suad picked two roses.

قَطَفَتْ سُعَادُ وَرْدَتَيْنِ

kataba nabiilun risaalatayni

Nabil wrote two letters.

كَتَبَ نَبِيلٌ رِسَالَتَيْنِ

EXERCISES

تمرینات

1. Give the dual of each of the following words, first by adding « أَنْ » and then by adding « اَيْنِ ». Follow the examples given:

وَلَدٌ وَلَدَانِ وَلَدَيْنِ عُرْفَةٌ عُرْفَتَانِ عُرْفَتَيْنِ
 مُهَنْدِسٌ شَجَرَةٌ نَافِذَةٌ
 فَلَاحٌ

2. Underline the dual in each of the following sentences:

(أ) أَكَلْتُ هِنْدُ ثُفَّاحَتَيْنِ .

(ب) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التَّيْنِ .

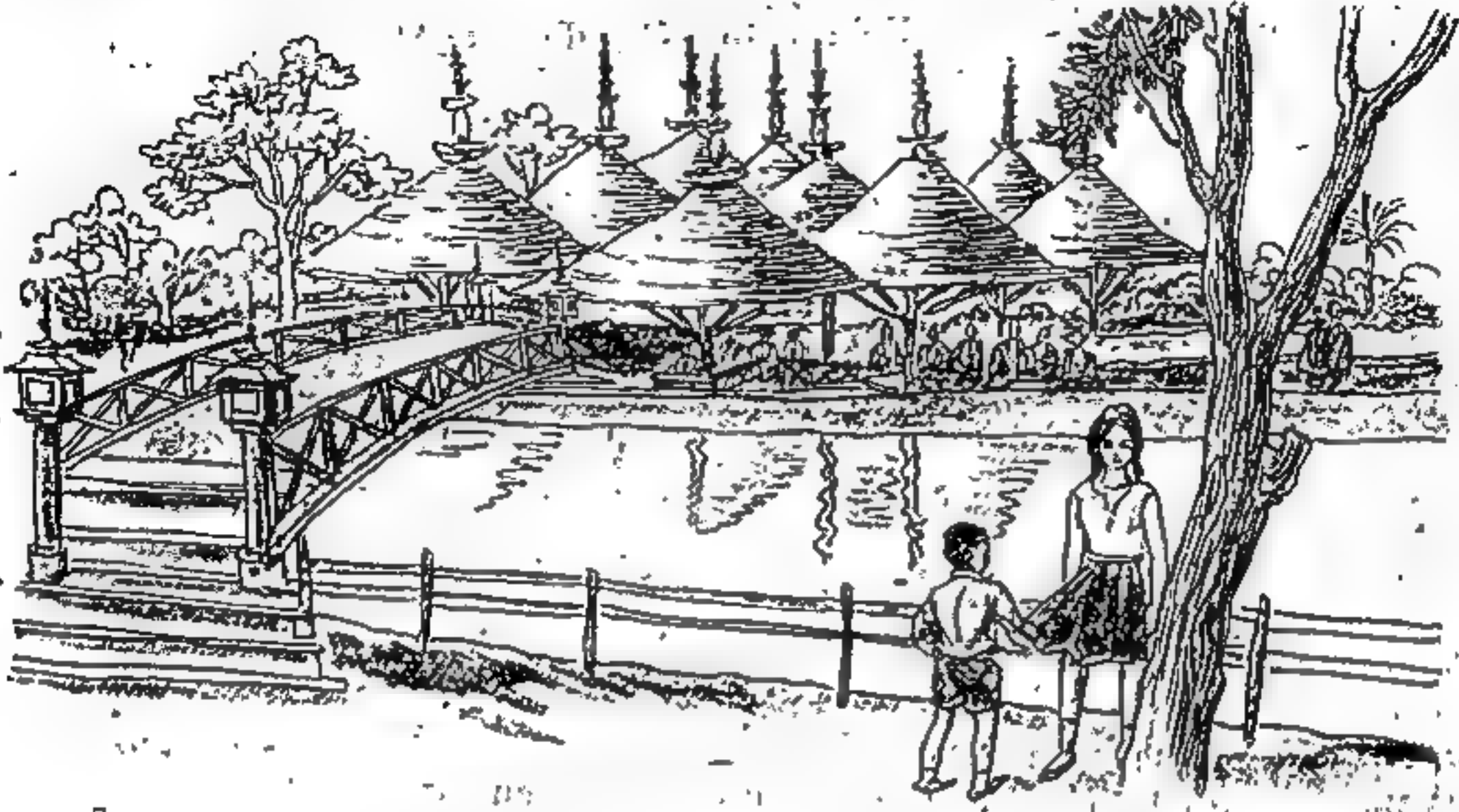
(ج) نَبِيلٌ وَأَحْمَدُ تَلْمِيزَانِ مُجْتَهِدَانِ .

(د) قَرَأَ التَّلْمِيزُ الدَّرْسَيْنِ .

الدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ

Paddarsu ʿoaaaminu walxamsuuna

Lesson Fifty Eight



حُلْوَانُ

hulwaanu

Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

- qaala ʿahmadu linabiilin hal raʾayta hulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam ʾaraha
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

ʿahmadu yajibu ʾan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

hulwaanu madiinatun jamiilatun šamsuhaa mušriqatun
Helwan is a beautiful city. It is always sunny.

وَجَوُّهَا دَافٍ ، وَهَوَاؤُهَا جَافٌ

wajawwuhaa daafi?un wahawaa?uhaa jaafi?un

Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِيَ يَا أَحْمَدُ ؟

nabiilun hal taðhabu ma?ii yaa ?ahmadu

Nabil: "Will you go with me, Ahmad ?"

أَحْمَدُ : نَعَمْ ، وَسَأُخْضِرُ مَعِيَ أُخْتِي سَمِيرَةَ

?ahmadu na?am wasa?uhdiru ma?ii ?uxtii samiirata

Ahmad: "Yes, and I'll bring my sister Samira along with me."

نَبِيلٌ : وَأَنَا أُخْضِرُ مَعِيَ أُخْتِي نِهَادَ

nabiilun wa?anaa ?uhdiru ma?ii ?uxtii nihaada

Nabil: "And I'll bring my sister Nihad along with me."

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ ، وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضًا

nihaadu wasamiiratu sadiiqataani wa?anaa wa?anta sadiiqaaani ?aydan

Nihad and Samira are friends, and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحْطَةِ بَابِ اللُّوقِ

?ahmadu nalta?ii yawma ?jumu?ati ?inda mahattati baabi lluuqi

Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الْأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ

rakiba l?asdiqaa?u lqitaara ?ilaa hulwaana

The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafi hulwaana ?aahadu?u ?awaari?aha lwaasi?ata

In Helwan they saw its big streets,

وَمَنَاطِيهَا الْجَمِيلَةَ ، وَحَدَائِقُهَا الْمُنَسَّقَةَ

wamabaaniyaha ljamiilata wahadaa?iqaha lmunassaqata

beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عَيْنِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waḍahabuu ʔilaa ʔaynu lmiyaahi lmaʔdiniyyati walmarṣadi

They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʔinda ʔḍuhri qaalat nihaadu

At noon Nihad said,

تَعَبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʔibnaa mina ssayri ʔayna nastariihu

"We are tired of walking. Where shall we rest ?"

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔahmadu nastariihu fi lhadiiqati lyaabaaniyyati

Ahmad said, "Let's rest in the Japanese Garden.

فِي الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٍ ، وَتَمَائِيلُ بَدِيعَةٍ ، وَأَشْجَارُ ظَلِيلَةٍ .

fi lhadiiqati maqaʔidu muriihatun watamaaʔilu badiiʔatun waʔaṣjaaron ḍalilatan

In the garden there are comfortable seats, beautiful statues and shady trees."

اسْتَرَاخَتِ الصَّدِيقَتَانِ فِي ظِلِّ شَجَرَةٍ .

Pistaraahati ssadiiqataani fi ḍilli šajaratin

The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ssadiiqaani ʔalaa maqʔadayni muriihayni

The two friends (Nabil and Ahmad) sat on two comfortable seats.

وَفِي الْعَصْرِ قَالَ أَحْمَدُ :

wafi lʔasri qaala ʔahmadu

In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانٍ كَثِيرَةٍ ، وَفِيهَا عَمَالٌ مَاهِرُونَ ،

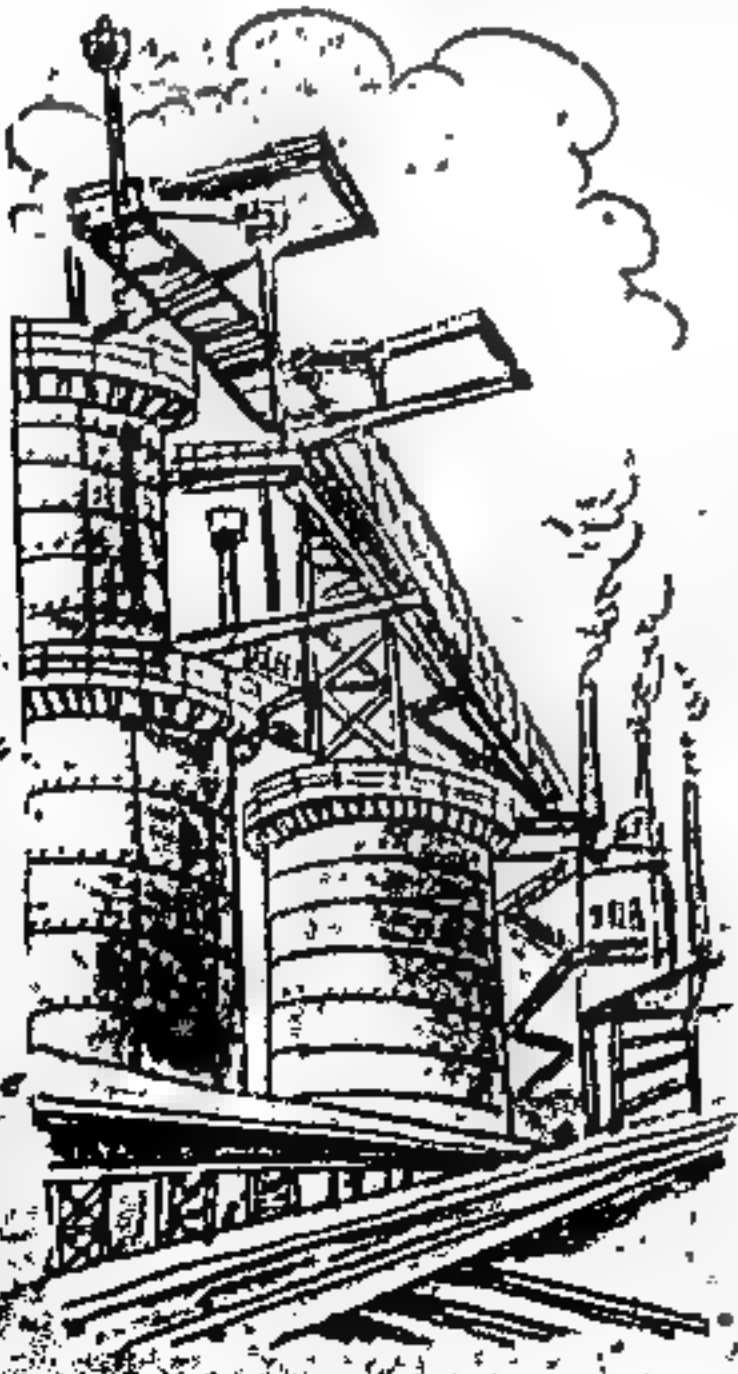
maʔaanisu hulwaana kaʔiiratan wafiihaa summaalun maahiruuna

"Helwan has many factories where there are skilful workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ

wafiihaa ʔaamilaatun naʔiitaatun

and active women workers."



سَمِيرَةُ : هَيَّا نُسَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nuṣaahid maṣnaʿa lḥadiidi waṣṣulbi

Samira: "Let's go and see the Iron and Steel Factory."

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla lḡuruubi rakibu lqitaara ʔila lqaahirati

Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

thumma rajasuu ʔilaa manaazilihim wahum yaquuluuna

They returned home saying.

حُلْوَانُ مَشْتَى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتَعَةِ وَالْعَمَلِ .

hulwaanu maṣtan jamiilun hulwaanu madiinatu lmutʕati walʕamali

"Helwan is a beautiful winter resort; Helwan is the city of pleasure and (hard) work."

GRAMMATICAL NOTES

الملاحظات النحوية

1. In Arabic, a word is either a *noun*, a *verb* or a *particle*.

a - A noun denotes a person, an animal, or a thing.

Examples :

نَبِيلٌ - نَهَادٌ - شَجَرَةٌ - مَرَصِدٌ - بَقَرَةٌ

b - A verb denotes an action at a certain time.

Examples:

شَرِبَ - يَشْرَبُ - اشْرَبْ

c - A word which is not a noun or a verb is a particle.

Examples:

مِنْ - إِلَى - هَلْ - قِي

2. A verb is either *past*, *present* or *imperative*.

a - The past (verb) denotes an action that took place in the past.

Examples:

رَكِبَ - رَجَعَ

b - The present (verb) denotes an action that takes place in the present or the future.

Examples:

يَرَكِبُ - يَرْجِعُ

c - The imperative expresses a request or an order.

Examples:

ارْكَبْ - ارْجِعْ

3. A noun is either *masculine* or *feminine*.

masculine رَجُلٌ - حَصَانٌ - طَائِرٌ - مَرَصِدٌ

feminine سَمِيرَةٌ - نَعَامَةٌ - شَجَرَةٌ - مَائِدَةٌ

Feminine nouns generally have the feminine ending «ة-ة».

Some feminine nouns however do not have the feminine ending.

Examples:

نَهَادٌ - أُذُنٌ - عَيْنٌ - قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قِطَارٌ - مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قِطَارَانِ - مَصْنَعَانِ

The dual is formed by adding « *ان* » or « *ين* » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ.

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءُ - فَلَّاحُونَ - فَلَّاحَاتُ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « *ون* » or « *ين* » to the masculine singular.

فِي الْمَصَانِعِ عَمَالٌ مَاهِرُونَ رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ

2. The *sound feminine plural*. It is formed by adding « *ات* » to the feminine singular.

فَلَّاحَاتُ - شَجَرَاتُ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءُ ← شَجَرَةٌ ← أَشْجَارٌ

EXERCISES

تمرینات

1. Indicate the nouns, the verbs and the particles in the following sentences:

ا - نَسْتَرِيحُ فِي الْحَدِيقَةِ الْيَابَانِيَّةِ .

ب - جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .

ج - شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

د - عَادَ أَحْمَدُ إِلَى مَنْزِلِهِ .

2. Fill in the blanks with either a noun or a verb:

ا - رَكِبَ الْأَصْدِقَاءُ إِلَى

ب - الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ

ج - نِهَادُ فِي شَجَرَةٍ .

د - هَيَّا نَشَاهِدْ الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

ا - حُلُوانٌ مَدِينَةٌ جَمِيلَةٌ .

ب - شَمْسُهَا مُشْرِقَةٌ .

ج - جَوْهَا دَافِيٌّ .

د - هَوَاؤُهَا جَافٌ .

ه - حُلُوانٌ مَدِينَةٌ الْمُتَعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

ا - نِهَادٌ وَسَمِيرَةٌ صَدِيقَتَانِ .

ب - أَنَا وَأَنْتَ صَدِيقَانِ .

ج - جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

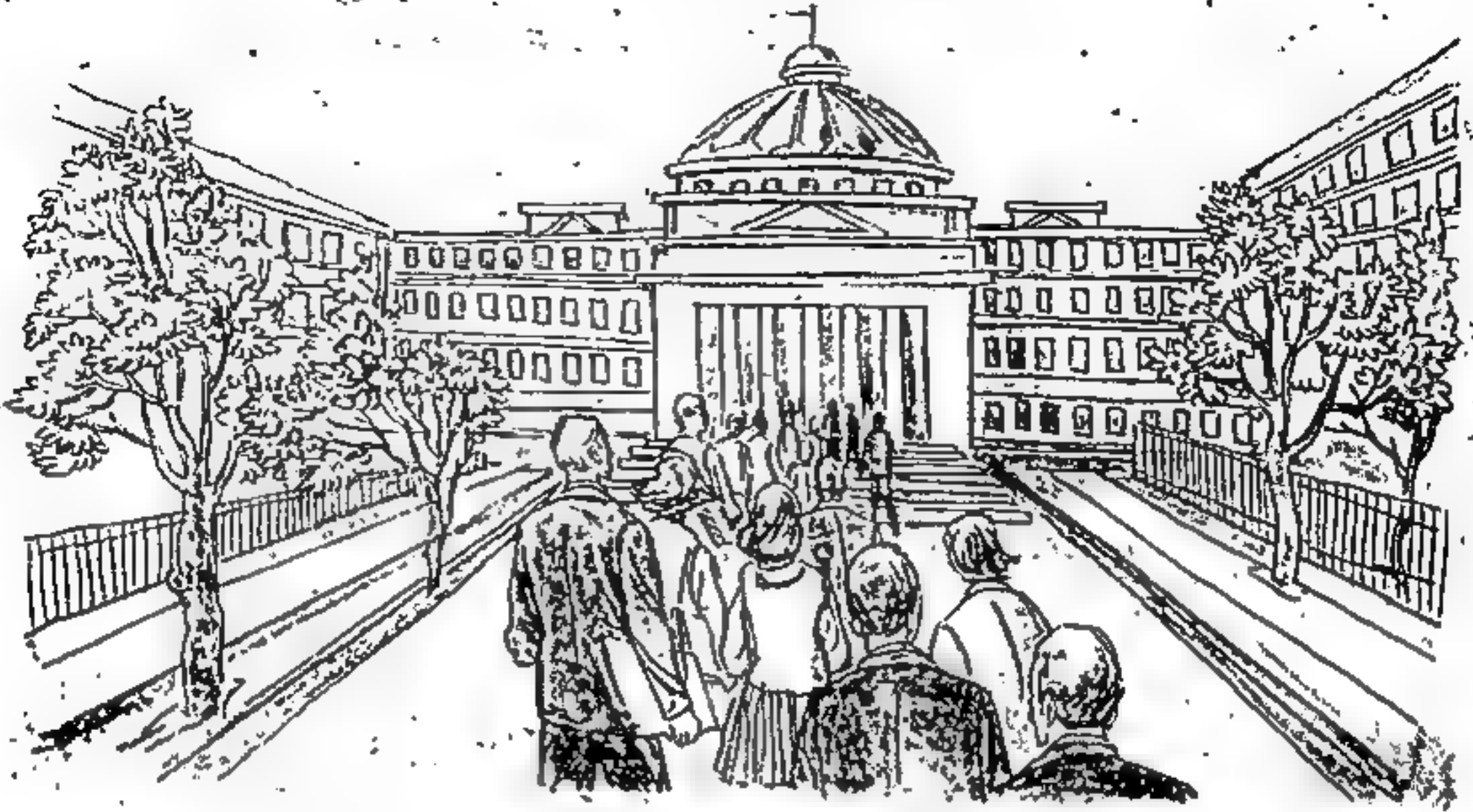
د - مَصَانِعُ حُلُوانٍ كَثِيرَةٌ .

ه - فِيهَا عُمَّالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

الدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

ʔaddarau ttaasiʔu walxamsuuna

Lesson Fifty Nine



الْجَامِعَةُ

ʔaljaamiʔatu

The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ

haatimun ʔatamma ddiraasata ʔaʔaanawiiyyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ

darxala haatimunu ljaamiʔata
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجِوَارِ نَبِيلٍ

haatimun yaskunu bijiwaari nabiilin
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأَخْتِهِ نِهَادَ :

nabiilun qaala liʔuxtihi nihaada
Nabil said to his sister Nihad,

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

haatimun Paqbala saʔaðhabu ʔilayhi

"Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fi ʔayyi jaamiʔatin daxala

and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمٌ ؟

nabiilun fi ʔayyi jaamiʔatin ʔanta yaa haatimu

Nabil: "In which University are you Hatem?"

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

haatimun ʔanaa fi jaamiʔati lqaahirati

Hatem: "I am in Cairo University."

نَبِيلٌ : فِي أَيِّ كُؤِيَّةٍ دَخَلْتُ ؟

nabiilun fi ʔayyi kulliyyatin daxaltu

Nabil: "Which college have you joined?"

حَاتِمٌ : دَخَلْتُ كُؤِيَّةَ الْهِنْدَسَةِ .

haatimun daxaltu kulliyyata lhandasati

Hatem: "I have joined the College of Engineering."

نَبِيلٌ : كَمْ كُؤِيَّةٍ فِي الْجَامِعَةِ ؟

nabiilun kam kulliyyatan fi ljaamiʔati

Nabil: "How many colleges are there in the University?"

حَاتِمٌ : فِي الْجَامِعَةِ كُؤِيَّاتٌ كَثِيرَةٌ .

haatimun fi ljaamiʔati kulliyyaatun kaʔiiraturun

Hatem: "The University has many colleges."

فِيهَا كَلِيَّةُ الطَّبِّ ، وَكَلِيَّةُ الصِّيْدَلَةِ ، وَكَلِيَّةُ الطَّبِّ الْبَيْطَرِيِّ .

fiihaa kulliyyatu ṭibbī wakulliyyatu ssaydalati wakulliyyatu ṭibbī lbaytariyyi
There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine.

وَكَلِيَّةُ الْعُلُومِ ، وَكَلِيَّةُ الْاِقْتِصَادِ ، وَكَلِيَّةُ التِّجَارَةِ ،

wakulliyyatu ḥuluumi wakulliyyatu liqtisaadi wakulliyyatu ttijaarati
the College of Science, the College of Economics, the College of Commerce.

وَكَلِيَّةُ الْأَدَابِ ، وَكَلِيَّةُ الْحُقُوقِ .

wakulliyyatu ḥaadaabi wakulliyyatu ḥuquuqi
the College of Arts and the College of Law.

وَفِي كُلِّ كَلِيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafi kulli- kulliyyatin ḥaqaamun muḥtalifatun,
Each college has various departments.

نَبِيلُ : كَمْ جَامِعَةٌ فِي جُمْهُورِيَّتِنَا ؟

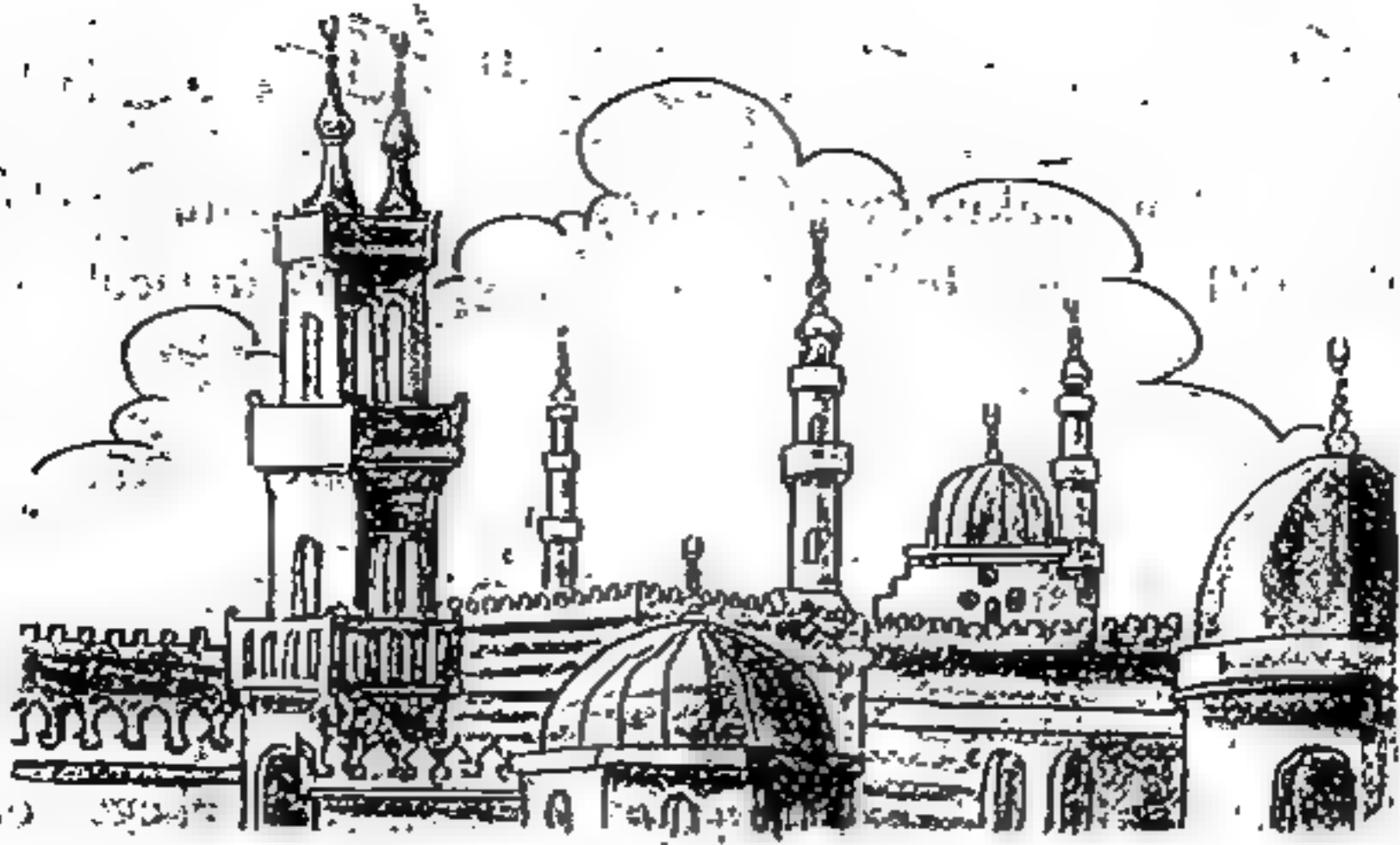
nabiilun kam jaamisatan fii jumhuuriyyatinaa
Nabil : " How many Universities are there in our Republic ? "

حَاتِمُ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fii jumhuuriyyatinaa jaamisatun kaḥiiraturun
Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكَنْدَرِيَّةِ ،

fiihaa jaamisatu sayni šamsin wajaamisatu ḥazhari wajaamisatu ḥiskandariyyati
There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria,



وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaami'atu Pasyuuta wajaami'atu lman'suurati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaami'ati talabatun min bilaadin 'uxraa

Nabil: "Are there students from other countries in the University ?"

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أُنْحَاءِ الْعَالَمِ .

haatimun na'am biljaami'ati talabatun min 'anhaa' al'aalami

Hatem: "Yes, there are students from all parts of the world in the University."

وَجَامِعَاتُنَا تَرْحَبُ بِكُلِّ طَالِبٍ

wajaami'aatunaa turahhibu bikulli taalibin

Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمُ

nabiilun shukran laka yaa haatimu

Nabil: "Thank you, Hatem."

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا

'anta l'paana tata'allamu wagadan takuunu muhandisan 'a'dhiiman

Now you are studying and in the future you will be a great engineer."

GRAMMATICAL NOTES

الملاحظات النحوية

1. Read the following words:

دَرْسٌ	قِسْمٌ	كُلِّيَّةٌ	جَامِعَةٌ
darsun	qismun	kulliyyatun	jaami'atun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكْرَةٌ ».

2. Read the following words:

haatimun (Hatim - a person's name)

nabiilun (Nabil - « « «)

nihaadu (Nihad - « « «)

Jaami'atu (the university)

kulliyyatu ssaydalati (the College of Pharmacology) كَلِّيَّةُ الصِّيدَلَةِ

Panaa (I) أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرِفَةٌ ».

And so a noun may be either *indefinite* or *definite*. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

EXERCISES

تمرينات

1. Fill in the blanks with suitable nouns:

(ا) أَقْبَلَ سَأَذْهَبُ إِلَيْهِ .

(ب) أَنَا فِي الْقَاهِرَةِ .

(ج) دَخَلَ حَاتِمٌ كَلْبَةً

(ج) أَرْجُو أَنْ تَكُونَ مُهَنْدِسًا

2. Rearrange the words on each line to form a complete sentence:

(ا) زِيَادَ - قَالَ - لِأُخْتِهِ - نَبِيلُ .

(ب) حَاتِمٌ - سَأَذْهَبُ - أَقْبَلَ - إِلَيْهِ .

(ج) أَنَا - الْقَاهِرَةِ - جَامِعَةٍ - فِي .

3. Indicate the indefinite nouns in the following sentences:

(ا) دَخَلَ حَاتِمٌ الْجَامِعَةَ .

(ب) فِي كُلِّ كَلْبَةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

(ج) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

4. Indicate the definite nouns in the following sentences:

(ا) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

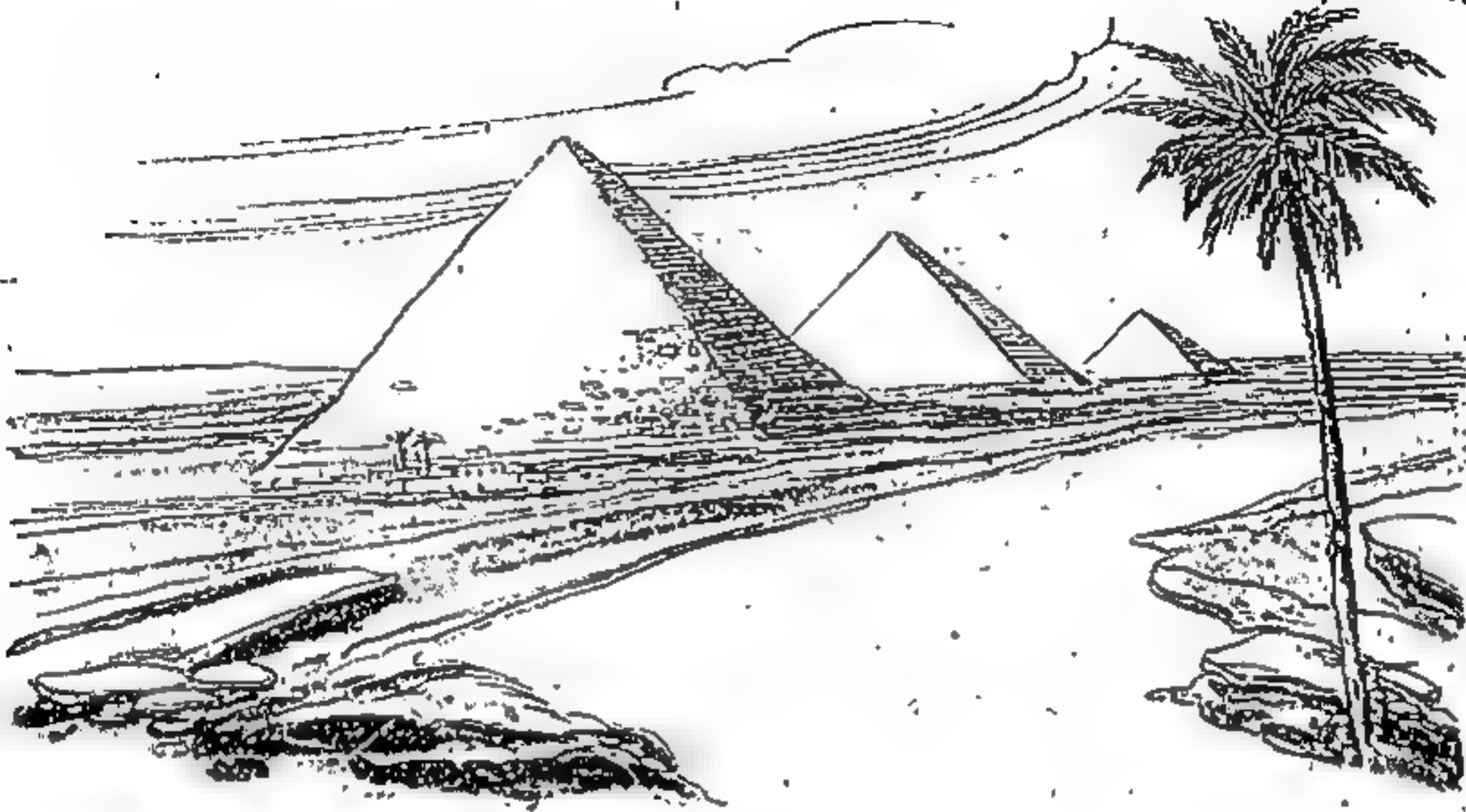
(ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

(ج) دَخَلْتُ كَلْبَةً الْهَنْدَسَةِ .

الدَّرْسُ السُّتُونُ

Paddarsu ssittunna

Lesson Sixty



أَهْرَامُ الْجِيزَةِ

Pahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

Patamma haatimun diraasatahu fi ljaamifati
Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasafaara fi ba'eatin diraasiyyatin Pila lraariji
And went abroad on a study mission.

فَعَرَفَ كَثِيرًا مِنَ الْأَصْدِقَاءِ .

fasarafa ka'iiiran mina l'asdiqaa'i
He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʿda sawdatihi ʔilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنْ بَاكِسْتَانٍ .

zaarahu sadiiqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْأَثَارِ .

waragiba sadiiquhu fii ziyaarati baʿdi lʔaʔaari
He wished to visit some monuments .

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu haatimun sanara lyawma ʔahraama ljiizati
So Hatem told him , " We are going to see the Pyramids of Guiza today. "

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba ssadiiqaani ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa fii ʔaariʔi lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʿda muddatin wasalati ssayyaaratu ʔila lʔahraami
After a while the car arrived at the Pyramids,

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala ssadiiqu ʔaraa ʔalaaʔata ʔahraamin
Hatem's friend said, " I see three Pyramids. "

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

faqaala haatimun hiya Pahraamu ljiizati
Hatem said, "They are the Pyramids of Guiza.

الْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

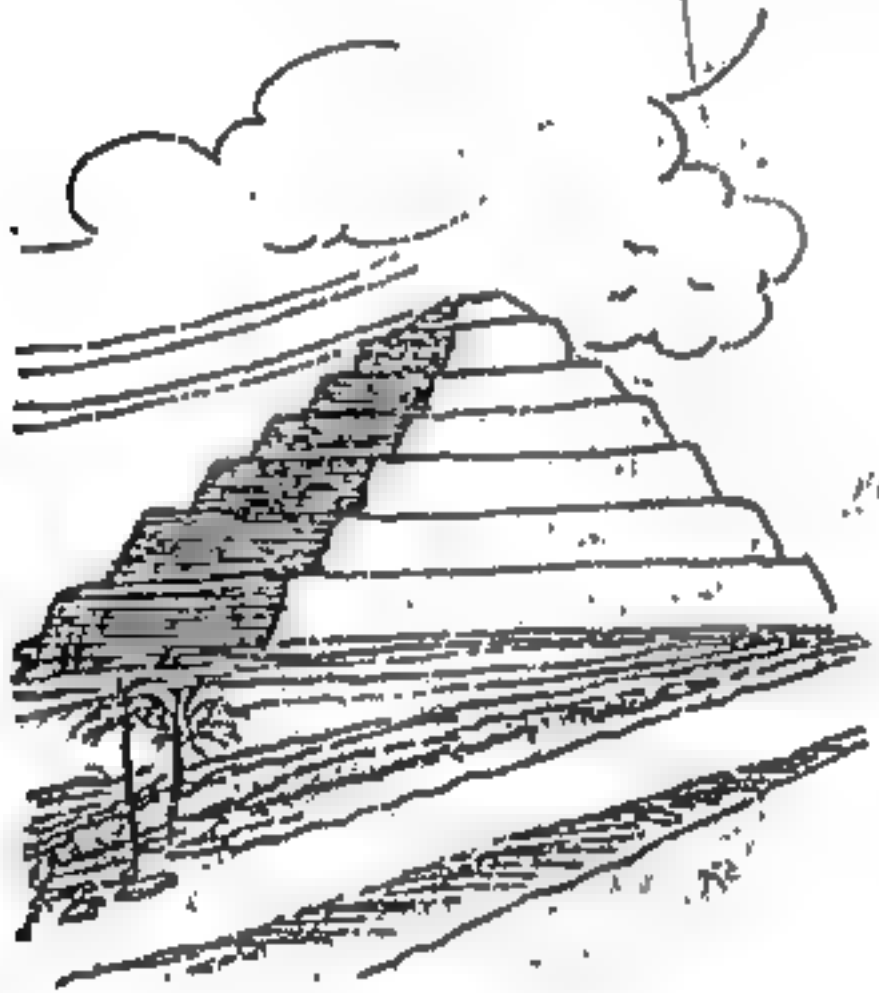
Palharamu l'akbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu l'awsatu banaahu xafra'u
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنَقْرَعُ .

walharamu l'asgaru banaahu manqara'u
The small Pyramid was built by Menkaure.



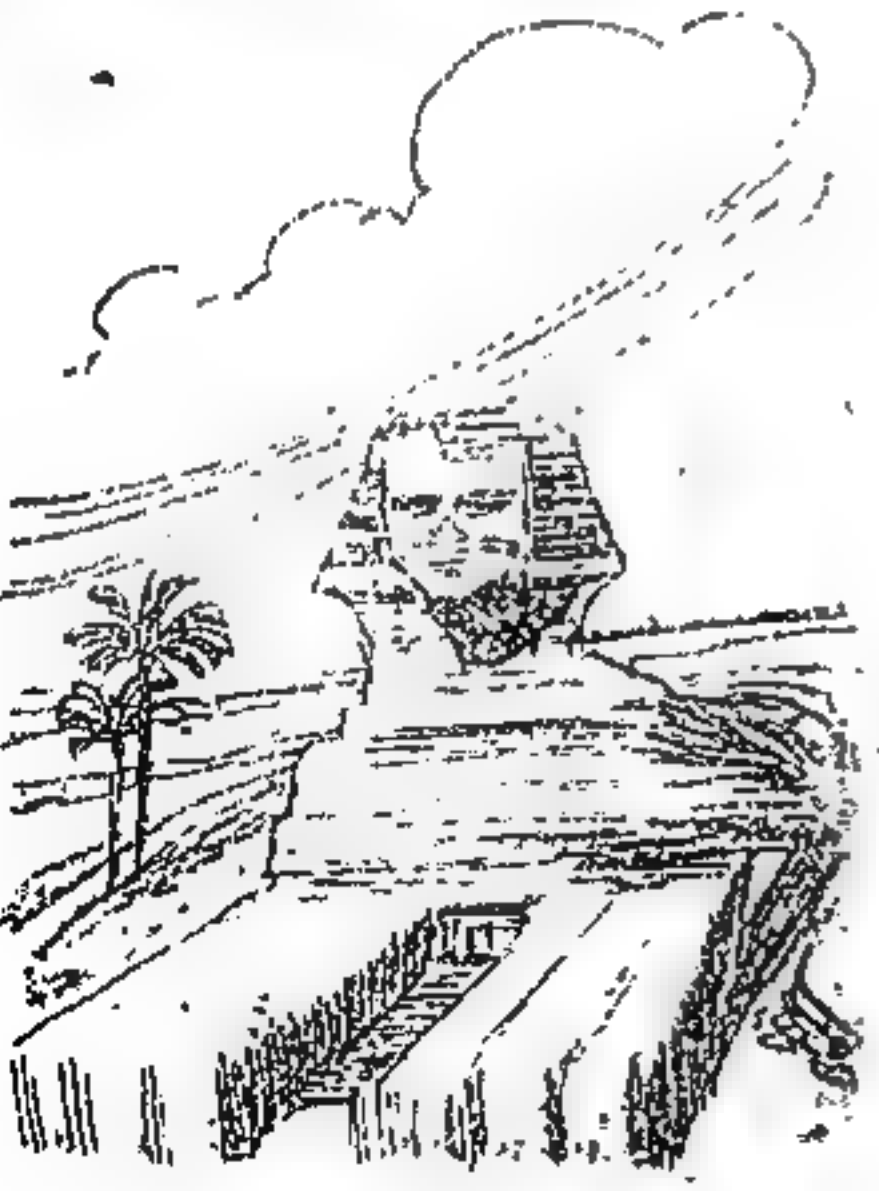
وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu
zuusaru

At Sakkara there is the Step Pyramid built by
Zoser."

مَا هَذَا الْأَسَدُ يَا حَاتِمٌ ؟

maa haaða l'asadu yaa haatimu
What's that lion, Hatem?



هَذَا تِمْنَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaðaa timnaalu Pabi lhawli yaa sadiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsuhu raʔsu ʔinsaʔanin

It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʕu sawtahu

At night you hear it talk (hear its voice).

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التَّمْنَالُ ؟

ʕajiibun kayfa yatakallamu ttimeʔaalu

Strange ! How can a statue talk ?

اِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

ʔintaʔir wasataraa wasmaʕu

Wait and see.

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔadaaʔati lʔahraamu waʔabu lhawli

In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqassa kullu haramin taariixahu

Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqassa taariixahu

The Sphinx talked and told its history, too.

وَانْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ʕardu ssawti waddawʔi

The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala ssadiiqu lihaatimin
Hatem's friend said to him,

بِلَادِكُمْ جَمِيلَةٌ وَأَثَارُهَا عَظِيمَةٌ

bilaadukum jamiilatun waʔaaʔaaruhaa ʕaḏiimatun
“Your country is beautiful and its monuments are great.”

GRAMMATICAL NOTES

الملاحظات النحوية

1.	منقرع manqaraṣu	خفرع xaḥraṣu	خوفو xuufuu	حاتم haatimun
	أبو الهول ʔabu lhawli	سقارة saqqaaratu	الجيزة ʔaljiizatu	زوسر zuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a *definite noun*.

2.	أسد ʔasadun a lion	سيارة sayyaaratun a car	صديق ṣadiiqun a friend	جامعة jaamiʔatun a university
	الأسد ʔalʔasadu the lion	السيارة ʔassayyaaratu the car	الصديق ʔaṣṣadiiqu the friend	الجامعة ʔaljaamiʔatu the University

Each noun on the first line is indefinite. But with the definite article ʔal « أَلْ » attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

(a) Proper nouns.

(b) Nouns defined by the definite article ʔal « أَلْ ».

EXERCISES

تمرينات

1. Fill in the blanks with suitable proper nouns:

- ا - أَتَمَّ دِرَاسَتَهُ فِي الْجَامِعَةِ .
 ب - الْهَرَمُ الْأَكْبَرُ بَنَاهُ
 ج - الْهَرَمُ الْأَوْسَطُ بَنَاهُ
 د - جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .
 ه - الْأَهْرَامُ الثَّلَاثَةُ فِي

2. Fill in the blanks with nouns defined by « | | » :

- (١) عَرَفَ حَاتِمٌ كَثِيرًا مِنْ
 (٢) مَا هَذَا يَا حَاتِمٌ ؟
 (٣) الْأَكْبَرُ بَنَاهُ خُوفُو .

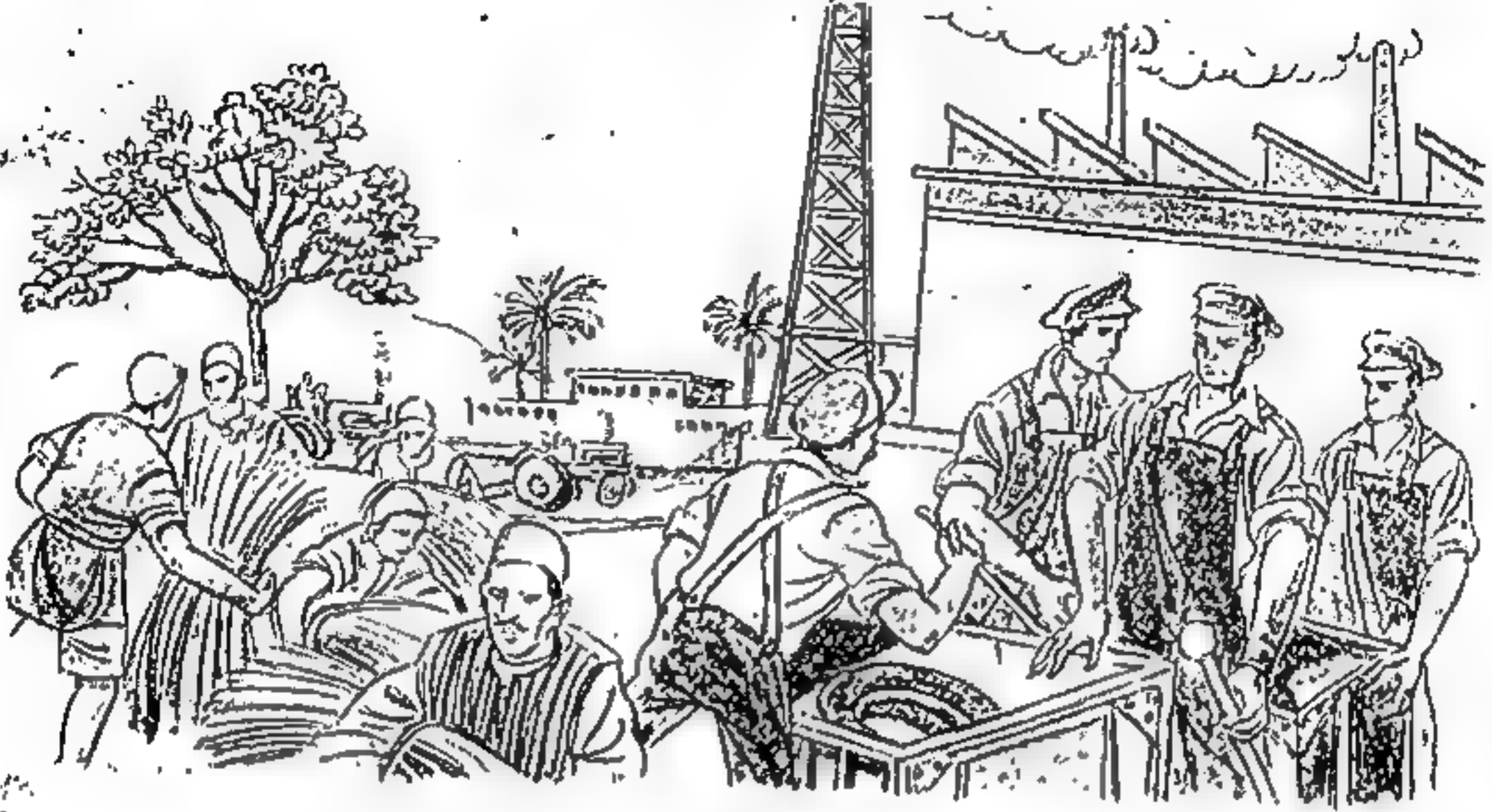
3. Prefix « | | » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ - مَكْتَبَةٌ - مُدَرِّسٌ - جَامِعٌ - فَلَاحٌ

الدَّرْسُ الْوَاحِدُ وَالسُّتُونَ

Paddarsu Ihaadii wassittuuna

Lesson Sixty One



الْعَمَلُ

PaSamalu
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala ifallaahu libnihi

The farmer said to his son,

أَنَا أَعْمَلُ فِي الْحَقْلِ .

Panaa PaSamalu fi lhaqli

"I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِي الْمَدْرَسَةِ .

wa?anta tata?allamu fi lmadrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

nahnu na?malu -wanata?allamu

We work and learn."

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu li'uxtihaa
The girl said 'to her sister,



أَنَا عَامِلَةٌ فِي الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ
فِي الْمُسْتَشْفَى .

ʔanaa ʕaamilatun fi lmasnaʕi waʔanti
tabiibatun fi lmustašʕaa

"I am a worker at the factory and you are
a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

nahnu naʕmalu wanaxdumu waṭananaa
We work and serve our country."

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi
The boy said to his parents,



أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

ʔantuma lʔaana tastariihaani
"You (two) are resting now.

وَأَنَا وَإِخْوَتِي نَخْدُمُكُمْ .

waʔanaa waʔixwatii naxdumukumaa
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

nahnu naʿmalu min ʔajli ʔusratinaa wawataninaa
We work for our family and country."



قَالَ النَّاْقِدُ لِلْمُمَثِّلِينَ :

qaala nnaaqidu lilmumaaʿiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

ʔantum tastaḥiqquuna ttahniiʔata
"You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَدَلَ جُهِدِهِ .

kullu waahidin minkum baḏala juhdahu
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaahin
and played his part successfully."

ثُمَّ انْتَفَتَ إِلَى الْمُمَثِّلَاتِ وَقَالَ :

ʔumma itafata ʔila lmumaaʿilaati waqaala
Then he turned to the actresses, and said,

أَنْتُمْ جَدِيرَاتٌ بِالتَّصْفِيقِ .

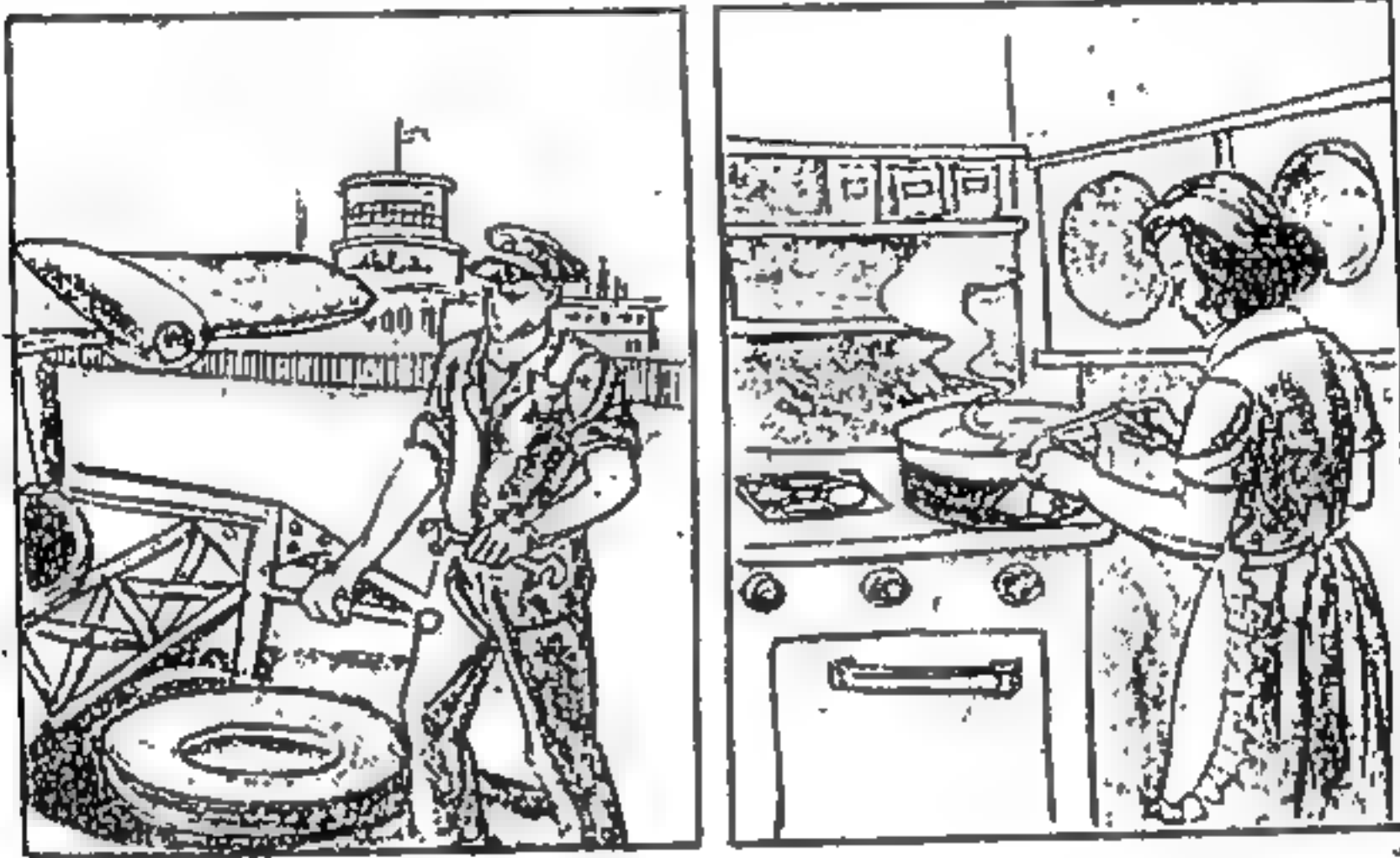
ʔantunna jadiiraatun bittashshiqi
And you are worthy of applause."

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبِرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتُ بِالتَّصْفِيقِ ، وَهُنَّ يَسْتَحِقُّونَ التَّهْنِئَةَ .

qaala lmuḫriju naʕam hunna jadiiraatun bittasfiiqi wahum yastahiqquuna ttahniʔata
The director said, "Yes, they (the actresses) are worthy of applause, and they (the actors) deserve to be congratulated."



الزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

ʔazzawjatu taʕmalu fi lbayti
The housewife works at home.

هِيَ تَغْسِلُ وَتَكْنِسُ وَتَطْبُخُ وَتُرَبِّي الْأَوْلَادَ .

hiya tagsilu wataknisu watatbuxu waturabbi lʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَطَارِ : وَهُوَ يَعْمَلُ طَوْلَ النَّهَارِ .

wazzawju yaʕmalu fi lmataari wahuwa yaʕmalu tuula nnahaari.
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lbayti
In the evening he returns home.

وَبَعْدَ الْعِشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادِيُو .

wabaʕda lʕaʕaaʔi yajlisu lwaalidaani hawla rraadyoo

After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَّ وَالْأَحَادِيثَ .

humaa yuhibbaani lʔagaaniya walʔahaadiiʕa.

They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaʕhabu lʔawlaadu ʔilaa hujratihim

The children go to their room.

هُمْ يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .

hum yuhibbuuna llaʕiba billuʕabi

They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaʕihi ʔusratun saʕiidatun

This is a happy family.

GRAMMATICAL NOTES

الملاحظات النحوية

1. Personal pronouns are of two kinds: *separate* and *suffixed*.
2. Following is a table containing the separate pronouns in Arabic.

الغائب Third Person	المخاطب Second Person	المتكلم First Person	
المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	المذكر - المؤنث feminine - masculine	
هُوَ he هِيَ she	أَنْتَ you أَنْتِ you	أَنَا I	المفرد Singular
هُمَا they	أَنْتُمَا you	نَحْنُ we	المثنى Dual
هُمْ they هُنَّ they	أَنْتُمْ you أَنْتُنَّ you	نَحْنُ we	الجمع Plural

3. Note that the first person personal pronouns « أَنَا - نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُمَا - هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES

تمرينات

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

ا - أَنَا مُهَنْدِسٌ .

ب - هُمْ اسْتَمَعُوا إِلَى الرَّادِيُو .

ج - نَحْنُ طُلَّابٌ فِي كَلِيَّةِ الطَّبِّ .

د - أَنْتِ عَامِلَةٌ مَاهِرَةٌ .

ه - أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أَنْتُنَّ - نَحْنُ - هُمَا - أَنْتُمَا - هُمْ)

ا - يُحِبَّانِ الْأَغَانِي وَالْأَحَادِيثَ .

ب - يُحِبُّونَ اللَّعِبَ بِاللُّعْبِ .

ج - نَعْمَلُ وَنَعْمَلُ وَنَعْمَلُ وَنَعْمَلُ .

د - قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : جَدِيرَاتٍ بِالتَّصْفِيقِ .

ه - قَالَ الْوَلَدُ لِوَالِدَيْهِ : الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

ا - زَوْجَانِ سَعِيدَانِ .

ب - نَعْمَلُ مِنْ أَجْلِ أَسْرَتِنَا وَوَطْنِنَا .

ج - تَعْمَلِينَ فِي الْمُسْتَشْفَى .

د - يَجْلِسَانِ حَوْلَ الرَّادِيُو .

ه - يَنْعَمَلُ فِي الْمَطَارِ .

4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتِ مُمَثِّلٌ مَاهِرٌ

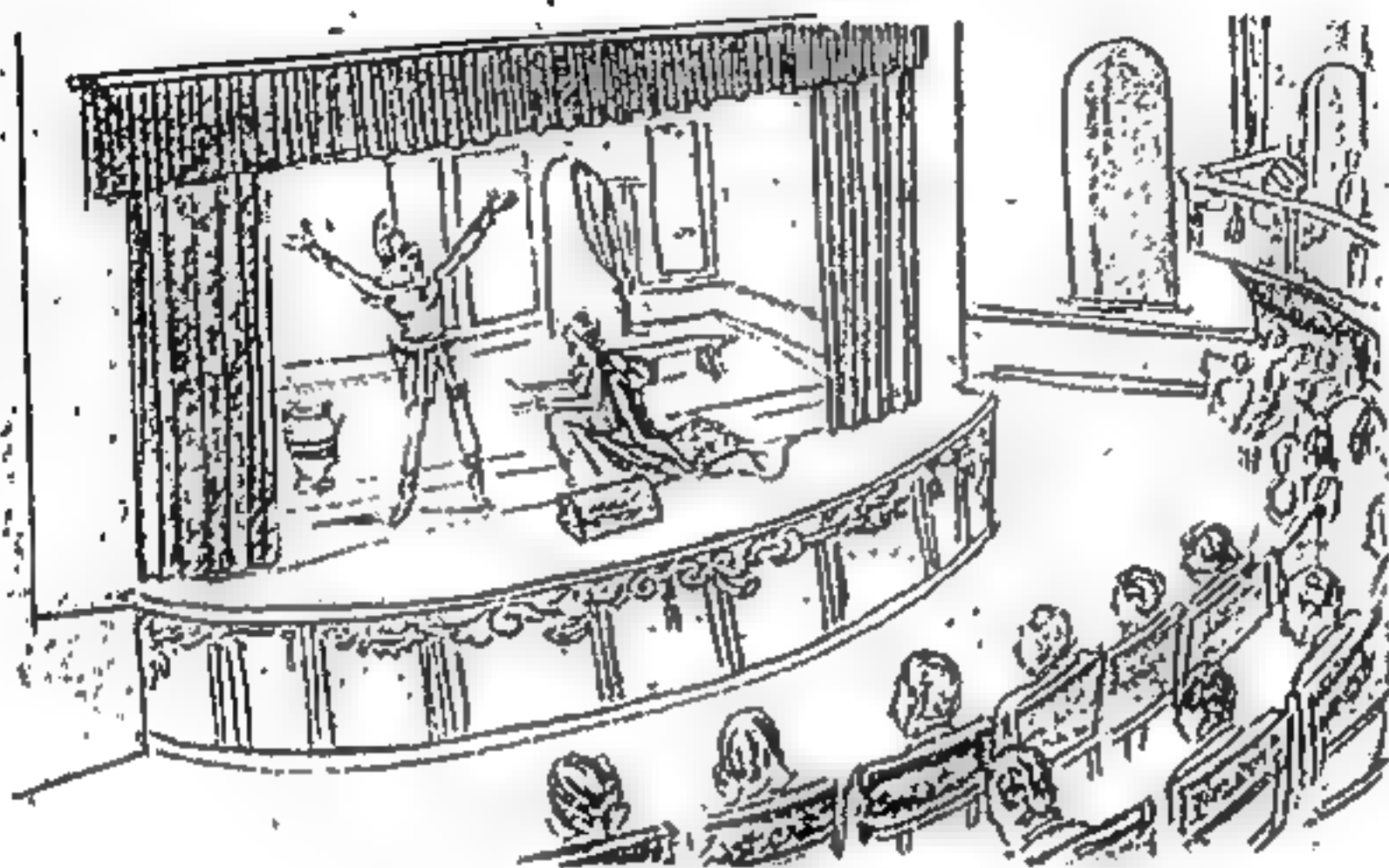
5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ

الدَّرْسُ الثَّانِي وَالسُّتُونَ

ḥaddarsu ḥaani wassittuuna

Lesson Sixty Two



فِي الْمَسْرَحِ

fi lmasrahi

At the Theatre.

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

daxala saalimun wanabiilunu lmasraha
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasaa fi maqsadayni mutajaawirayni
and sat next to each other.

وَأَمْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaḥati lmaqaaṣidu bilmutafarrijiina
The seats were occupied by the spectators.

قَرَأَ نَبِيلُ الْبَرْنَامَجِ الَّذِي فِي يَدِهِ .

qaraʔa nabiilunu lbarnaamaja llaðii fi yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرِّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

waʕarafa sma rriwaayati llatii sayuʕaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ ،

waʕarafa lmumaʕeila llaðii yaquumu bidawri lbatali
He knew the actor who was going to play the part of the hero,

وَالْمُمَثِّلَةَ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

walmumaʕeilata llatii taquumu bidawri lbatalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa lmumaʕeiliina llaðiiina yaquumuuna biʔadwaari rrijaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ اللَّاتِي يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaʕeilaati llaatii yaqumna biʔadwaari nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

wabaʕda qaliilin intafaʔati lʔanwaaru llatii fi lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ

wabadaʔa ttameiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتْ الْمَسْرَحِيَّةُ

wabaʕda ealaaʕi saaʕatin intahati lmasrahiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ

waxaraja saalimun wanabiilun mina lmasrahi

Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin

Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaḍaa ṣaṣjabaka fi lmasrahiyyati

"What did you like in the play?"

قَالَ نَبِيلٌ :

qaala nabiilun

Nabil said,

أَعْجَبَتْنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ṣaṣjabatni lmuṣaṣṣilātāni llatāni ḍaḥarataa fi lfaṣli lṣawwali

"I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَّانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuḡanniyaani llaḍāni kaanaa fi lfaṣli lṣaxiiri

and the two singers who took part in the last act."

GRAMMATICAL NOTES

الملاحظات النحوية

1. Pallaḏii

الَّذِي

Pallatii

الَّتِي

Pallaḏaani

الَّذَانِ

Pallataani

اللَّتَانِ

Pallaḏiina

الَّذِينَ

Pallaatii

اللَّاتِي

The words listed above are the *relative pronouns* in Arabic.

2. Pallaḏii الَّذِي is the relative pronoun for the masculine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثَلَّ الَّذِي يَقُومُ بِدَوْرِ الْبَطْلِ .

الَّذِي is related to المثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِي فِي يَدِهِ .

الَّذِي is related to البرنامج (a thing).

3. Pallatii الَّتِي is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُثَلَّةَ الَّتِي تَقُومُ بِدَوْرِ الْبَطْلَةِ .

الَّتِي is related to المثلة (a human being).

b. Denoting a non-human (thing):

عَرَفَ اسْمَ الرُّوَايَةِ الَّتِي سَيُشَاهِدُهَا

التي is related to الرواية (a thing).

4. a - Pallaḏaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُغْنِيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْآخِرِ

اللذان is related to المغنيان (human dual).

أَعْجَبَنِي الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا

اللذان is related to الكتابان (non-human dual).

b. Pallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ

اللتان is related to الممثلتان (human dual).

أَعْجَبَنِي الْمُسْرَحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا

اللتان is related to المسرحيتان (non-human dual).

5. Pallaḏiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ

6. Pallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلَاتِ اللَّاتِي يَقُمنَ بِأَدْوَارِ النِّسَاءِ

7. Pallatii

الَّتِي

is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِي فِي الْقَاعَةِ

الجمع Plural		المثنى Dual		المفرد Singular	
غير عاقل Non-human	عاقل Human	عاقل و غير عاقل Human & Non-human		عاقل و غير عاقل Human & Non-human	النوع Gender
الَّتِي	الَّذِينَ	الَّذِينَ	الَّذَانِ	الَّذِي	المذكر Masculine
الَّتِي	الَّتِي	الَّتَيْنِ	الَّتَانِ	الَّتِي	المؤنث Feminine

EXERCISES

تمارين

1. Fill in the blanks with suitable relative pronouns:

(أ) الرَّوَايَةُ شَاهِدَهَا سَالِمٌ وَنَبِيلٌ جَمِيلَةٌ .

(ب) أَعْجَبَنِي الْمُمَثِّلُ قَامَ بِدَوْرِ الْبَطْلِ .

(ج) ضَحِكَ الْمُتَفَرِّجُونَ شَاهَدُوا الرَّوَايَةَ .

(د) أَعْجَبَتْنِي الْمُمَثِّلَةُ قَامَتْ بِدَوْرِ الْبَطْلَةِ .

2. Fill in each of the blanks with a relative pronoun chosen from those given in brackets:

(أ) الْحَقِيبَةُ يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (الَّذَانِ . الَّتِي . الَّذِينَ)

(ب) الْخُبْزُ يُصْنَعُ مِنَ الْقَمْحِ لَذِيذٌ . (اللاتي . اللتان . الذي)

(ج) الْفَلَّاحَاتُ يَحْلُبْنَ الْبَقَرَةَ نَشِيطَاتٌ . (اللّتان . اللاتي . التي)

(د) الطَّائِرَةُ تَطِيرُ فِي الْهَوَاءِ سَرِيعَةً . (التي . الذي . الذين)

(هـ) التَّلْمِيزَانِ ذَاكَرًا دُرُوسَهُمَا نَاجِحَانِ . (اللتان . اللذان)

3. الْمُمَثِّلَةُ الَّتِي عَلَى الْمَسْرَحِ بَطْلَةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4.

الْفَلَاحُ الَّذِي فِي الْحَقْلِ مُجْتَهِدٌ

a - Replace the noun الفلاح by its dual form and make other necessary changes.

b - Replace the noun الفلاح by its plural form and make other necessary changes.

الدَّرْسُ الثَّالِثُ وَالسُّتُونَ

Paddarsu eaaaliyu wassittuuna

Lesson Sixty Three



مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada

Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِي مَجَلَّتَهُ كُلَّ أُسْبُوعٍ

nabiilun yaštarii majallatahu kulla ʔusbuuʔin

Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِي مَجَلَّتَهَا كُلَّ أُسْبُوعٍ

wanihaadu taštarii majallatahaa kulla ʔusbuuʔin

And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi

Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي

haadaa huwa lʔadadu ljadiidu min majallatii

"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لَوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اشْتَرَيْتُهَا هَذَا الصَّبَاحَ

haaḏihi majallatii Piṣtaraytuhaa haaḏa ṣṣabaaha
"This is my magazine. I bought it this morning."

سَأَلَ سَالِمُ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَغْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʕjabaka ṣṣadadu ljadiidu
"Did you like the new issue ?"

أَجَابَ نَبِيلُ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔafaddiluhu ʕalaa ṣṣadadi lʔusbuuʕi lmaadii
"Yes, father. I prefer it to last week's issue."



هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ

haaḏa ṣṣadadu xayrun min ḏaʕlika ṣṣadadi
"This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الْأُسْبُوعَ . وَهِيَ لَطِيفَةٌ أَيْضًا هَذَا الْأُسْبُوعَ .

kaanat majallatii latīifatan ḥaalika l'usbuu'a wahiya latīifatun ḥaydan
haaḍa l'usbuu'a

"Last week's magazine was nice. This week's magazine is nice, too."

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya latīifatun tilka l'marrata wahaaḍihi l'marrata

"It was nice that time and it is nice this time."

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكَ هَذَا الْأُسْبُوعَ ؟

man ḥabṭaalu majallatiki haaḍa l'usbuu'a

"What heroes (characters) are in this week's magazine ?"

فَتَحَتْ نِيهَاذُ مَجَلَّتَهَا وَقَالَتْ :

fataḥat nihaadu majallatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطْلٌ ، وَهَذَا بَطْلٌ ، وَهَذِهِ بَطْلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي .

haaḍaa ḥaṭalun wahaaḍaa ḥaṭalun wahaaḍihi ḥaṭalatun haaḥulaaʔi ḥabṭaalu
majallatii

"This is a hero and this a hero and this is a heroine. These are the heroes of my magazine."

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasaaʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةٍ فِي مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qissatan fi majallatika haaḍihi l'marrata

"How many stories are there in your magazine this time ?"

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala

Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ؛ هَذِهِ قِصَصٌ ثَلَاثٌ :

haaḏihi qissatun wahaaḏihi qissatun wahaaḏihi qissatun haaḏihi qisasun ealaaḥun

"This is a story and this a story and this is a story. These are three stories."

قَالَ سَالِمٌ :

qaala saalimun

Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal ʔaʕjabatka haaḏihi lqisasu yaa nabiilu

"Did you like these stories, Nabil ?"

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun

Nabil answered,

نَعَمْ يَا أَبِي ، أَفْضَلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي

naʕam yaa ʔabii ʔafaddiluhaa ʕalaa qisasii lʔusbuuʕii lmaadii

"Yes, father. I prefer them to last week's (stories)."

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ

haaḏihi lqisasu xayrun min tilka lqisasi

"These stories are better than those (last week's)."

هَؤُلَاءِ الْأَنْبَاءُ أَكْبَرُ مِنْ أَوْلَئِكَ الْأَنْبَاءِ

haaʔulaaʔi lʔabtaalu ʔaʕḏamu min ʔulaaʔika lʔabtaali

"These heroes are greater than those (last week's) heroes."

GRAMMATICAL NOTES

الملاحظات النحوية

1. haaḏaa هَذَا , haaḏihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

(a)

هَذَا بَطْلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .

هَذِهِ بَطْلَةٌ . هَذِهِ مَجَلَّتِي .

haaḏaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).

haaḏihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human

(مجلتي).

(b)

هَؤُلَاءِ أَبْطَالٌ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتٌ مَجَلَّتِي .

haaʔulaaʔi هَؤُلَاءِ denotes human plurals, either masculine (أبطال)

or feminine (بطلات).

(c)

هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaḏihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or

feminine (قصص).

2. ḏaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a)

ذَلِكَ بَطْلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

تِلْكَ بَطْلَةٌ . كَانَتْ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ḏaalika ذَلِكَ denotes the masculine singular, either human (بطل) or non-

human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بِطْلَة) or non-human (المرّة).

(b) هَؤُلَاءِ الْأَبْطَالُ أَكْثَرُ مِنْ أُولَئِكَ الْأَبْطَالِ
هَؤُلَاءِ الْبَطَلَاتُ أَكْثَرُ مِنْ أُولَئِكَ الْبَطَلَاتِ

PulaaPika أُولَئِكَ denotes human plurals, either masculine (الأبطال) or feminine (البطالات).

(c) هَذِهِ الْأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الْأَعْدَادِ
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصص).

للبعيد distant	للقريب near	
ذَلِكَ that	هَذَا this	المفرد المذكر masculine singular
تِلْكَ that	هَذِهِ this	المفردة المؤنثة feminine singular
أُولَئِكَ those	هَؤُلَاءِ these	الجمع العاقل plural (human)
تِلْكَ those	هَذِهِ these	الجمع غير العاقل plural (non-human)

EXERCISES

تمهينات

1. Fill in the blanks with suitable demonstrative pronouns:

(أ) هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

(ب) مَجَلَّتِي اشْتَرَيْتُهَا الصَّبَاحَ .

(ج) هَذَا الْعَدَدُ خَيْرٌ مِنْ الْعَدَدِ .

(د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ الْقِصَصِ .

(هـ) أَبْطَالَ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

(أ) الْغُرَابُ يَشْرَبُ مِنْ الْقَنَاءِ .

(ب) غُرَابٌ ، وَ حَمَامَةٌ .

(ج) بَطَّةٌ ، وَ وَزَّةٌ .

(د) أَعْمِدَةُ التَّلِيفُونَ وَالتَّلِغَرافِ .

(هـ) الْبَيْتُ صَحِيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

(أ) الْقَصْرُ جَمِيلٌ .

(ب) (أغلقوا) النَّوَافِدَ عِنْدَ النَّوْمِ .

(ج) السُّورُ مُرْتَفِعٌ .

(د) نَافُورَةٌ جَدِيدَةٌ .

(هـ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « ذَلِكَ » , « تِلْكَ » or « أُولَئِكَ » :

- أ - تَقِفُ الطَّائِرَةُ فِي الْمَطَارِ .
 ب - الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .
 ج - الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » by « هَؤُلَاءِ » and make other necessary changes:

- أ - يَسْتَرِيحُ هَذَا الْعَامِلُ .
 ب - يُلَوِّجُ هَذَا الصَّدِيقُ بِمَنْدِيلِهِ .
 ج - يُمَثِّلُ هَذَا التَّلْمِيزُ عَلَى الْمَسْرَحِ .

الدَّرْسُ الرَّابِعُ وَالسُّتُونُ

Paddarsu rraabiṣu wassittuuna

Lesson Sixty Four



جَمْعُ الطَّوَابِعِ

jamṣu ṭṭawaabiṣi

Collecting Stamps

نَبِيلٌ وَنِهَادٌ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamṣa ṭṭawaabiṣi

Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادٍ .

haaḍihi majmuuṣatu nabiilin wahaaḍihi majmuuṣatu nihaada

This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنَ طَوَابِعِ الْبَرِيدِ .

haataani majmuuṣataani min ṭawaabiṣi lbariidi

These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادٍ :

fataha nabiilun majmuuṣatahu waqaala linihaada

Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْأُرْدُنِّ ،

haaḏihi ṣṣafḥatu liṭawaabiṣi lʔurdunni
 "This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ

wahaaḏihi ṣṣafḥatu liṭawaabiṣi lʔiraaqi
 and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

haataani ṣṣafḥataani liṭawaabiṣi lʔurdunni walʔiraaqi
 These two pages are for Jordanian and Iraqi stamps.

أَنْظُرِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

Punḏurii Pilaa haaḏa ṭṭaabaṣi waṭilaa haaḏa ṭṭaabaṣi
 Look at this stamp and at this stamp.

هَذَانِ طَابِعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaḏaani ṭaabaṣaani naadiraani ʔarsalahumaa ṣadiiqaani min
 haaḏayni lbaladayni lʔarabiyyayni

These are two rare stamps. Two friends from these two Arab countries have
 sent them.

أَنَا أَتَبَادَلُ الرِّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

ʔanaa ʔatabaadalū rrasaaʔila maʔa haaḏayni ṣṣadiiqayni
 I correspond with these two friends.

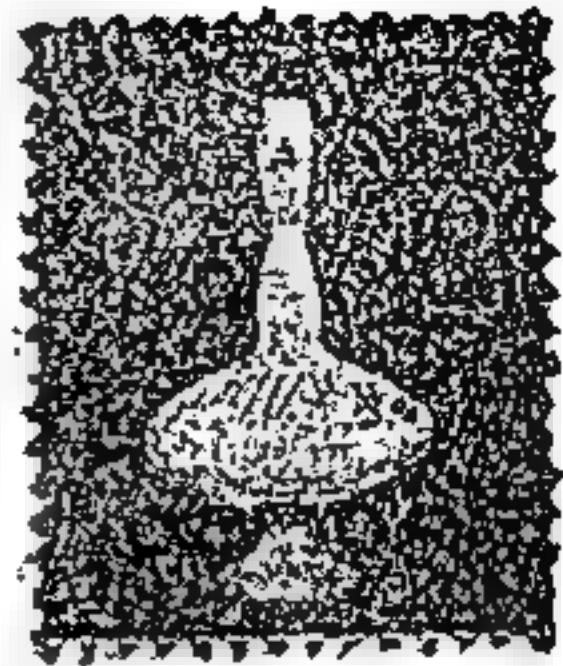
أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنْ طَوِيلٍ .

ʔaktubu ʔilayhima wayaktubaani ʔilayya munḏu zamanin ṭawiilin
 We have been corresponding with each other for a long time.

أَرْسِلُ إِلَيْهِمَا طَوَابِعَ الْجُمْهُورِيَّةِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ وَيُرْسِلَانِ إِلَيَّ
 طَوَابِعَ الْعِرَاقِ وَالْأُرْدُنِّ .

Pursilu ʔilayhima ṭawaabiṣa ljumhuuriyyati lʔarabiyyati lmuttahidati wayursilaani
 ʔilayya ṭawaabiṣa lʔiraaqi walʔurdunni

I send them United Arab Republic stamps and they send me Jordanian and
 Iraqi stamps."



قَالَتْ نِهَادُ :

qaalat nihaadu
Nihad said,

وَأَنَا أَتَبَادَلُ الرِّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِي الْحَبَشَةِ وَصَدِيقَةٍ فِي
السُّودَانِ .

waʔanaa ʔatabaadalū rrasaaʔila wattawaabiʕa maʕa ʕadiiqatin fi lhabaʕati
waʕadiiqatin fi ssuudaani

"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl)
friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مُنْذُ زَمَنٍ قَصِيرٍ .

ʔaʕrifu haatayni ʕʕadiiqatayni munḏu zamanin qaʕiirin

I have known these two friends for a short time.

فِي مَجْمُوعَتِي طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيقِيَّيْنِ .

fi majmuuʕatii ʔawaabiʕu min haaḏayni lbaladayni lʔifriiqiyyayni

"In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat

Nihad opened her stamp collection (stamps album) and said,

اَنْظُرْ إِلَى هَذَا الطَّابَعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابَعِ الْحَبَشِيِّ .

Punḏur Pīlaa haaḏa tṭaabaṣi ssuudaaniyyi waḥīlaa haaḏa tṭaabaṣi lhabaṣiyyi .

"Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابِعَانِ أَحَدَتُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

haaḏaani tṭaabaṣaani ḥadatu tṭawaabiṣi fii majmuuʿatii

These two stamps are the latest in my collection."

الملاحظات النحوية

GRAMMATICAL NOTES

1. هَذَا طَابِعٌ وَهَذَا طَابِعٌ . هَذَانِ طَابِعَانِ .
أَنْظُرْ إِلَى هَذَا الطَّابِعِ وَإِلَى هَذَا الطَّابِعِ . أَنْظُرْ إِلَى هَذَيْنِ الطَّابِعَيْنِ .

هَذَا and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِهِ مَجْمُوعَةٌ نَبِيلٍ . وَهَذِهِ مَجْمُوعَةٌ زَهَادٍ . هَاتَانِ مَجْمُوعَتَانِ .
أَكْتُبْ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبْ إِلَى
هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES

من نبات

1. Fill in the blanks with suitable demonstrative pronouns:

- ا - هَذِهِ مَجْمُوعَةٌ نَبِيلٌ ، وَ مَجْمُوعَةٌ نِهَادٌ .
 ب - الصَّفْحَتَانِ لِطَوَائِعِ الْأُرْدُنِّ وَالْعِرَاقِ .
 ج - الطَّابِعَانِ أَحَدُ الطَّوَائِعِ فِي مَجْمُوعَتِي .
 د - الطَّابِعَانِ نَادِرَانِ .
 ه - أَعْرِفُ الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

- ا - الزَّهْرَيَّتَانِ مِنَ الزُّجَاجِ .
 ب - الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ .
 ج - الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .
 د - صُورَتَانِ مُلَوَّنَتَانِ .
 ه - قَلَمَانِ رَخِيصَانِ .
 و - جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .
 ز - الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هَذَيْنِ » or « هَاتَيْنِ » :

- ا - هُنْدٌ تَضَعُ الْخُضَرَ فِي السَّلَتَيْنِ .
 ب - يَحْمِلُ الْمَسَافِرَانِ الْحَقِيبَتَيْنِ .
 ج - فِي الصُّنْدُوقَيْنِ أُرْزُ وَسُكَّرٌ .
 د - قَطَفْتُ وَدَادُ الْوَرْدَتَيْنِ .

- هـ - نَبِيلٌ يَضَعُ الطَّابِعِينَ فِي مَجْمُوعَتِهِ .
و - يَقْرَأُ التَّلْمِيزَانِ فِي الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

- ا - هَذَا حَيَوَانٌ مُفْتَرَسٌ .
ب - هَذَا فَلَاحٌ كَسْلَانٌ .
ج - هَذَا الطَّبَقُ لَذِيذٌ .
د - هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هَذِهِ » by « هَاتَانِ » and change the rest of each sentence accordingly:

- ا - هَذِهِ رِوَايَةٌ جَمِيلَةٌ .
ب - هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .
ج - هَذِهِ الشَّجَرَةُ عَالِيَةٌ .
د - هَذِهِ سَلَّةٌ لِلْمُهْمَلَاتِ .

الدَّرْسُ الْخَامِسُ وَالسُّتُونَ

Paddarsu Ixaamisu wassittuuna

Lesson Sixty Five



مُجَلِّدُ الْكُتُبِ

mujallidu lkutubi

The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادٍ .

haaḏihi majallatu nabiilin watilka majallatu nihaada

This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabiilun majallatahu wawadaṣahaa ṣalaa maktabihi

Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادٌ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawadaṣathaa ṣalaa maktabihaa

Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادٍ .

haaḏaa maktabu nabiilin waḏaalika maktabu nihaada

This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala iwaalidu linabiilin

Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعْ اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu pijmaṣ paṣdaada majallatika fii mujalladaatin

"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادَ :

waqaala linihaada

And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِي اَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

waṣanti yaa nihaadu pijmaṣii paṣdaada majallatiki fii mujalladaatin

"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu linabiilin wanihaada

He said to Nabil and Nihad,

اِجْمَعَا اَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

pijmaṣaa paṣdaada ssanati lwaahidati fii mujalladin waahidin

"Put the issues of each year together in one volume."

قَالَ نَبِيلُ :

qaala nabiilun

Nabil said,

فَكَّرْتُ فِي هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fii haaḍaa min qablu saʔaḍhabu ṣila lmujaalidi gadan

"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

saʔalat nihaadu

Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

payna dukkaanu haaḍa lmujaalidi yaa nabiilu

"Where is this bookbinder's shop, Nabil?"

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ
الْأَصْدِقَاءِ .

Pajaaba nabiilun dukkaanuhu fi šaariṣin qariibin ḡahabtu ṭilayhi marratan maṣa
ṭahadi lpaṣḍiqaaṭi

Nabil answered, "It's in a nearby street. I have been there once with one of
my friends."

قَالَتْ نِهَادُ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saṭaḡhabu ṭilayhi maṣaka
Nihad said, "I'll go to it with you."

وَفِي صَبَاحِ الْغَدِ جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

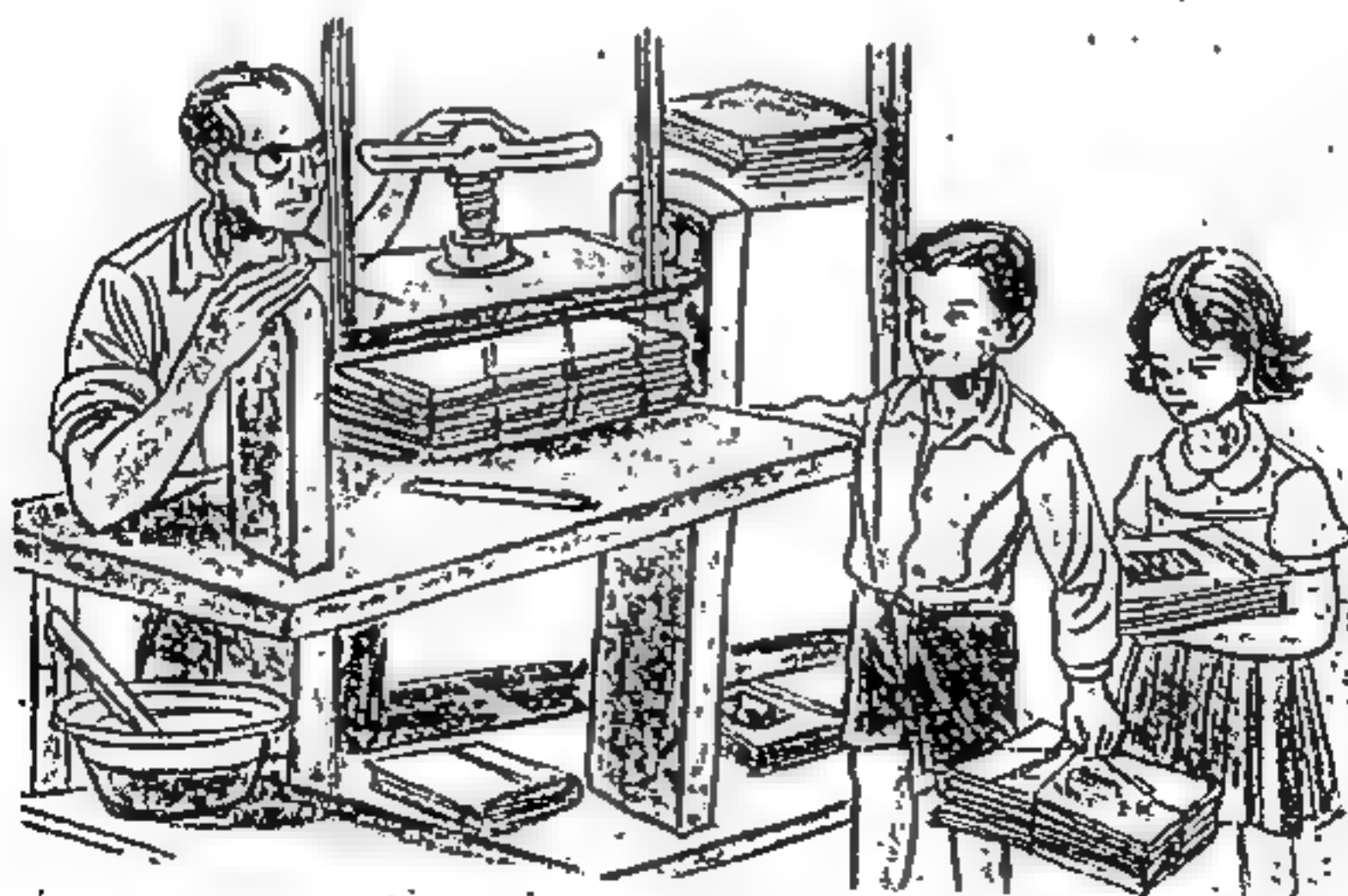
wafii ṣabaahi lḡadi jamaṣa nabiilun wanihaadu ṭaṣḡdaada ṣsanati lmaadiyati
Next morning Nabil and Nihad collected last year's issues,

وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

waḡahabaa ṭilaa dukkaani ḡaalika lmujaallidi
and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ .

nabiilun wanihaadu ṭassalaamu ṣalaykum waraḡmatu llaahi
Nabil and Nihad, "May peace and God's mercy be upon you."



الْمُجَلِّدُ : وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ .

ṭalmujaallidu waṣalaykuma ṣsalaamu waraḡmatu llaahi wabarakaatuhu
The bookbinder, "May, peace and God's mercy and blessings be upon you, too."

نَبِيلٌ : نَحِبُ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuhibbu tajliida haatayni Imajmuusatayni

Nabil: "We would like to have these two collections bound."

الْمُجَلَّدُ : عِنْدِي نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

Palmujallidu sindii nawsaani minna ttajliidi Pannawsu laawwalu. tajliidun bilqumaaši waḥdahu

The bookbinder: "I have two kinds of binding. One kind is done with cloth alone."

نِهَادُ : وَالنَّوعُ الثَّانِي ؟

nihaadu wannawsu ʿaani

Nihad: "And the other kind?"

الْمُجَلَّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

Palmujallidu. tajliidun bilqumaaši maʿa kaʿbin minna ljiidi

The bookbinder: "It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوعَ الثَّانِي .

nabiilun Paxtaaru nnawsa ʿaaniya

Nabil: "I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʿanaa kaḍaalika

Nihad: "I do, too."

الْمُجَلَّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

Palmujallidu yatabaqqaxtiyaaru llawni

The bookbinder: "There remains choosing the colour."

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun Paxtaaru llawna lʿazraqa

Nabil: "I choose the blue colour."

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nihaadu waʿanaa Paxtaaru llawna lʿaxḍara

Nihad: "And I choose the green colour."

الْمُجَلَّدُ : عُودًا بَعْدَ أُسْبُوعٍ لَاسْتِلامِ الْمَجْلَدَيْنِ .

Palmujallidu suudaa baʿda ʿusbuusin listilaami Imujalladayni

The bookbinder: "Come back next week to collect the two volumes."

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by *ʔal*, pronouns, relative and demonstrative pronouns.

To these , this lesson adds the construct, the genitive of which is any of these five kinds of definite nouns.

Note that the construct « المُضَافُ » is the noun preceding the genitive « المُضَافُ إِلَيْهِ ».

2. هَذِهِ مَجَلَّةٌ نَبِيلٌ ، وَتِلْكَ مَجَلَّةٌ نِهَادٌ .

The word « مَجَلَّةٌ » is definite because its genitive is the proper noun « نَبِيلٌ » in the first sentence, and the proper noun « نِهَادٌ » in the second.

Another example:

هَذَا مَكْتَبٌ نَبِيلٌ ، وَذَلِكَ مَكْتَبٌ نِهَادٌ .

3. قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، قَرَأَتْ نِهَادٌ مَجَلَّتَهَا .

The word « مَجَلَّةٌ » is definite because its genitive is the pronoun « هُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعْتُهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادٌ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ .

The word « أَعْدَادَ » is definite because its genitive is a noun defined by « السَّنَةِ », namely « السَّنَةِ ».

Another example:

فِي صَبَاحِ الْعَدَدِ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. السَّاعَةُ جَائِزَةُ الَّذِي يَفُوزُ فِي السَّبَاقِ .

Passaa'atu jaa'izatu llaḏii yafuuzu fi ssibaaqi .

The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « الَّذِي » .

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

Pannajaahu Saaqibatu llaḏiina yajtahiduuna

Success is the reward of those who work hard.

EXERCISES

تمرينات

1. Fill in the blanks with suitable constructs:

- (أ) اَجْمَعْ اَعْدَادَ . . . لَكَ فِي مُجَلَّدَاتِ .
 (ب) اَجْمَعَا . . . السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .
 (ج) ذَهَبَا إِلَى . . . ذَلِكَ الْمُجَلَّدِ .
 (د) السَّلَامُ عَلَيْكُمْ وَ اللَّهُ .

2. Underline the constructs, the genitives of which are definite nouns:

- (أ) أُسْرَةُ سَالِمٍ فِي حُجْرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .
 (ج) أَنَا أُرِيدُ رُؤْيَا الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .
 (هـ) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِيٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

- (أ) الْأُسْرَةُ وَاقِفَةٌ فِي ظِلِّ
 (ب) أَبِي طَبِيبٌ ، دَخَلْتُ كَلِيَّةَ
 (ج) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ
 (د) نِظَامٌ الْمَائِدَةِ بَدِيعٌ .
 (هـ) هَذَا بَيْتُنَا ، أَيْنَ ؟

4. Indicate the kind of each definite noun in the following sentences:

- (أ) أَذُنُ الْمُؤَذِّنِ : اللَّهُ أَكْبَرُ . . . اللَّهُ أَكْبَرُ . تَوْضُأٌ مَحْمُودٌ .
 صَلَّى الْفَجْرَ .
 (ب) فِي شَارِعِنَا صَيْدَلِيَّةٌ . الصَّيْدَلَانِي يَبِيعُ الدَّوَاءَ .
 (ج) أَنَا أَحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّورَ .
 (د) أَنْتُمْ تَلَامِيذُ مُؤَدَّبُونَ .
 (هـ) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِي كَتَبَهُ نَبِيلٌ .

الدَّرْسُ السَّادِسُ وَالسِّتُونَ

Paddarsu ssaadisu wassittuuna

Lesson Sixty Six



فُصُولُ السَّنَةِ

fusuulu ssanati

The Seasons of the Year

السَّنَةُ أَرْبَعَةُ فُصُولٍ

Passanatu arbaatu fusuulin

There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ

hiya rrabiisu wassayfu walxariifu waššitaa?u

They are spring, summer, autumn and winter.

الرَّبِيعُ جَمِيلٌ

Parrabiisu jamiilun

Spring is beautiful.

الشَّمْسُ بَاطِعَةٌ

Passamsu saati?atun

The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

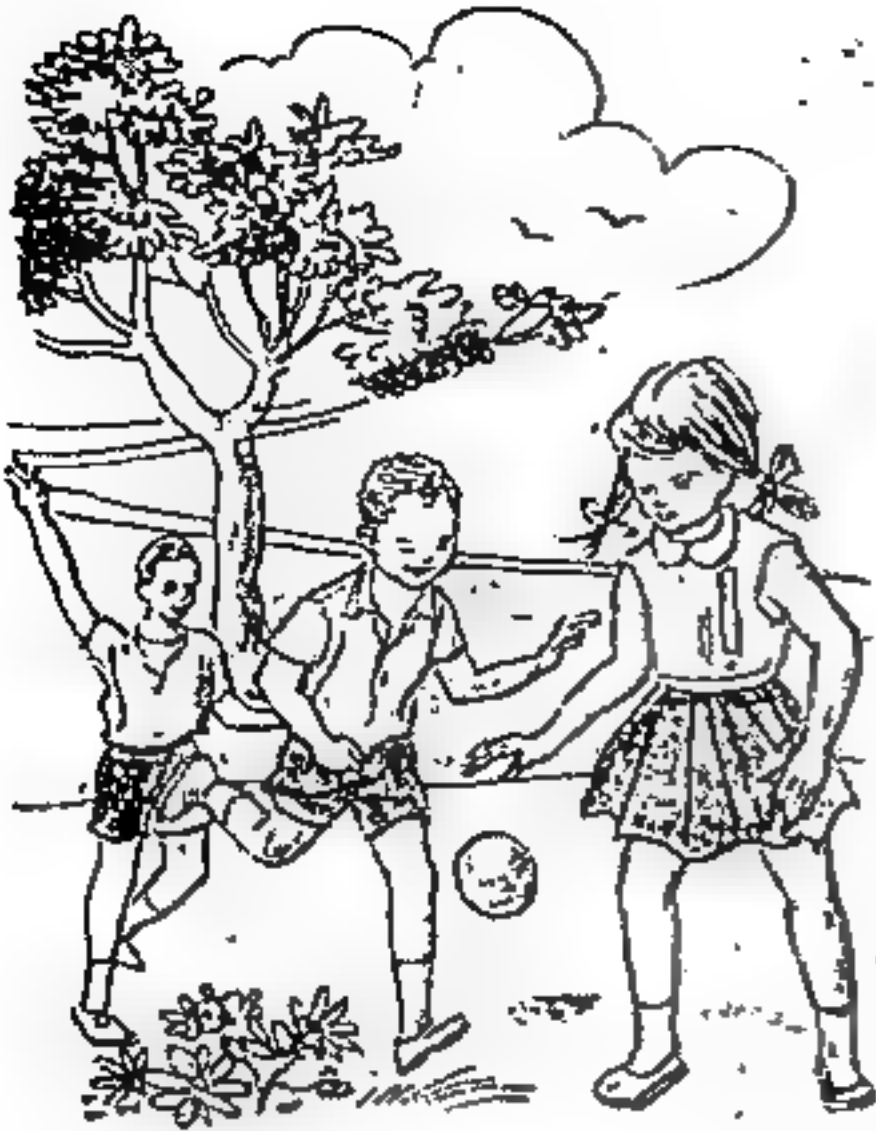
wal?šajaaru muuriqatun wal?azhaaru mutafatti?hatun

The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرَّدَةٌ

wattuyuuru magarridatun

The birds sing.



وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ

wannaasu farihuuna biquduumi rabiisi

The people are happy because spring has come.

الصَّيْفُ ثَانِي فُصُولِ السَّنَةِ

Passayfu eanii fusuuli ssanati

Summer is the second season of the year.

فَوَاكِهُ كَثِيرَةٌ وَهَرَهُ شَدِيدٌ

fawaakihuhu kaaiiraton waharruhu shadiidun

Its fruits are plentiful and it is very hot.

بَعْضُ النَّاسِ يَهْرَبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ

إِلَى سَاحِلِ الْبَحْرِ .

baʿdu nnaasi yahrubuuna min alharri

wayaḥhabuuna ilaa saahili lbahri

Some people run away from the hot weather

and go to the seaside.



يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ

أوراقُ الأشجار .

yaʿti lxxariifu baʿda ssayfi fatasqutu

ʔawraaqu ʔaʃjaari

Autumn comes after summer and the leaves of trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ،

وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ila lburuudati eumma yaʿti ššitaaʔu wayaštaddu lbardu

wayasqutu lmataru

The weather tends to be cool. Then winter comes and it gets very cold and rain falls.

وَيَنْشِطُ النَّاسُ فِي أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .

wayansatu nnaasu fii ʔasmaalihim wayumaarisu
baʔduhum riyaadaatin muxtalifatan

People work harder and some of them play
various sports.



فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلِّ مِنْهَا فَائِدَةٌ .

fusuulu ssanati muxtalifatun walikullin minhaa
faaʔidatun

The seasons of the year are not alike and each
has its own benefits.

GRAMMATICAL NOTES

الملاحظات النحوية

1. الربيع جميل . الشمس ساطعة . الأشجار مورقة

Note that each of these sentences begins with a noun. Such a sentence is called a *nominal sentence*.

2. يأتي الشتاء . يشتد البرد . يسقط المطر

Note that each of these sentences begins with a verb. Such a sentence is called a *verbal sentence*.

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence «الربيع جميل» consists of the subject «الربيع» and the predicate «جميل».

Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence «يأتي الشتاء» consists of the verb «يأتي» and its subject «الشتاء».

Thus a verb and a subject constitute a verbal sentence.

EXERCISES

تمرينات

1. Indicate the nominal and verbal sentences in the following:

- (أ) الطُّيُورُ مُغَرَّدَةٌ .
 (ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .
 (ج) الْأَزْهَارُ مُتَفَتِّحَةٌ .
 (د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .
 (هـ) يَنْشِطُ النَّاسُ فِي أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

- (أ) الشَّمْسُ
 (ب) الصَّيْفُ الْفُصُولِ .
 (ج) الزَّيْبِعُ
 (د) السَّنَةُ فُصُولِ .
 (هـ) فُصُولُ السَّنَةِ

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

- (أ) يَأْتِي بَعْدَ الصَّيْفِ .
 (ب) يَمِيلُ إِلَى الْبُرُودَةِ .
 (ج) يَذْهَبُ إِلَى سَاحِلِ الْبَحْرِ .
 (د) تَسْقُطُ فِي الشِّتَاءِ .

4. أَصْفَرُ - سَيِّئَةٌ - سَاخِنٌ - نَازِلَةٌ - مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

- (أ) نَبِيلٌ وَجْهُهُ وَجَسْمُهُ وَحَالَتُهُ
 (ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا

كَلَّمَ - رَفَعَ - فَتَحَ - عَرَفَ - دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences
(this is to be done with reference to Lesson 42).

- (أ) أَشْرَفُ دَلِيلَ التَّلِيْفُونِ .
(ب) أَشْرَفُ رَقْمَ صَدِيقِهِ .
(ج) السَّمَاعَةَ ، وَ الْقُرْصَ .
(د) أَشْرَفُ صَدِيقَهُ .

GLOSSARY

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
13	Ahmad	أَحْمَدُ		52	monuments	آثَارُ	ا
28	red (masc. sing.)	أَحْمَرُ		55	its monuments	آثَارُهَا	
92	I choose	أَخْتَارُ		47	arts (college of)	آدَابُ	
20	she took	أَخَذَتْ		76	heroes	أَبْطَالُ	
9	more (once more)	أُخْرَى		76	his daughter	ابْنَتُهُ	
28	green (masc. sing.)	أَخْضَرُ		75	his son	ابْنُهُ	
68	last (the last...)	أَخِيرُ		83	I correspond	أَتَبَادَلُ	
61	she acted	أَدَّتْ		10	he has finished	أَتَمَّ	
67	parts	أَدْوَارُ		15	a bus	أَتُوبِيسُ	
60	he acted	أَدَّى		75	he answered	أَجَابَ	
9	I hope	أَرْجُو		60	for (the sake of)	(مِنْ) أَجْلِ	
83	Jordan	الأُرْدُنُّ		90	put together (masc. sing.)	أَجْمَعَ	
83	I send	أَرْسِلُ		90	put together (dual)	أَجْمَعَا	
83	they (two) were sent	أُرْسِلَهُمَا		90	put together (fem. sing.)	أَجْمَعِي	
38	I have (not) seen it	(لَمْ) أَرَهَا		62	talks	أَحَادِيثُ	
92	blue (masc. sing.)	أَزْرَقُ		91	one (of the friends)	أَحَدُ (الأَصْدِقَاءِ)	
47	Al - Azhrar	الأَزْهَرُ		85	the latest	أَحْدَثُ	
46	I ask him	أَسْأَلُهُ		35	he scored	أَحْزَرَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
84	African (dual - genitive)	إفريقيين		40	they (fem. dual) had a rest	استراحَت	
75	I prefer it (to)	أفضله		92	to collect	استلام	
77	I prefer them (to)	أفضلها		4	I listen	أستمع	
35	they got away from	أفلت		3	she listened	استمعت	
46	he has come	أقبل		47	Alexandria	الإسكندرية	
47	economics (college of)	اقتصاد		48	Assiut	أسيوط	
47	departments	أقسام		75	I bought it	أشتريتها	
83	I correspond (write)	أكتب		53	smaller (masc. sing.)	أصغر	
60	he turned to	التفت		77	you liked (them)	أعجبك	
67	who (fem. sing.)	التي		68	I liked (them)	أعجبني	
67	who (masc. sing.)	الذي		68	you liked ...	أعجبك	
67	who (masc. plural)	الذين		8	pronounce again	أعد	
67	who (fem. plural)	اللاتي		90	issues (of a magazine)	أعداد	
68	who (fem. dual)	اللتان		84	I know	أعرف	
68	who (masc. dual)	اللذان		77	greater	أعظم	
83	to them (masc. dual)	إليهما		98	their work	أعمالهم	
83	to me	إلي		58	I work	أعمل	
28	in front of them	أمامها		62	the songs	الأغاني	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب	66	were occupied (the seats)	اِمْتَلَأَتْ	
39	Bab El-Louk	بَابُ اللُّوْقِ		29	security	أَمْنٌ	
52	Pakistan	بَاكِسْتَانُ		60	you(masc. plural)	أَنْتُمْ	
97	a sea	بَحْرٌ		59	you (masc. dual)	أَنْتُمَا	
16	motor (boat)	بُخَارِيٌّ		60	you (fem. plural)	أَنْتُنَّ	
60	he did (his best)	بَذَلَ		3	came to an end (the lesson)	اِنْتَهَى	
61	skill	بِرَاعَةٌ		48	parts (of the world)	أَنْحَاءُ	
91	His blessings	بَرَكَاتُهُ		28	is off (the light)	اِنْطَفَأَ	
21	programme	بِرْنَامَجٌ		67	went off (the lights)	اِنْطَفَأَتْ	
97	coolness	بُرُودَةٌ		9	pronounce(masc. sing.)	اِنْطَقَ	
67	hero	بَطْلٌ		10	pronounce (fem. sing.)	اِنْطَقِي	
67	heroine	بَطْلَةٌ		67	lights	أَنْوَارٌ	
51	a study mission	بَعْثَةٌ		97	leaves (of trees)	أَوْرَاقٌ	
98	some of them (masc. plural)	بَعْضُهُمْ		53	middle	أَوْسَطُ	
48	countries	بِلَادٌ		35	first	أَوَّلُ	
55	your country	بِلَادُكُمْ		77	those	أُولَئِكَ	
52	his country	بِلَادُهُ		9	too (also)	أَيْضًا	
83	two countries (dual - genitive)	بِلَدَيْنِ		35	right (the right wing)	أَيْمَنُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
27	(the family) sightsees	تَشَاهِدُ		53	he built it (it was built by)	بَنَاهُ	
61	applause	تَصْفِيقٌ		52	with them (dual)	بِهِمَا	
61	she cooks	تَطْبَخُ		47	veterinary (medicine)	بَيْطَرِيٌّ	
35	drew (the two teams)	تَعَادَلَ		54	its history	تَارِيخُهُ	ت
40	we are tired	تَعِبْنَا		4	you learn (masc. sing.)	تَتَعَلَّمُ	
8	learn (imperative)	تَعَلَّمْ		47	commerce (college of)	تِجَارَةٌ	
10	he has learnt	تَعَلَّمَ		92	book binding	تَجْلِيدٌ	
61	she works	تَعْمَلُ		9	you (pronounce) well	تُحَسِّنُ (النُّطْقَ)	
61	she washes	تَغْسِلُ		35	it became enthusiastic	تَحَمَّسَ	
3	he went on	تَقَدَّمَ		39	you go (masc. sing.)	تَذْهَبُ	
54	(the Sphinx) talked	تَكَلَّمَ		15	a tram	تِرَامٌ	
61	she sweeps	تَكْنِسُ		38	you see it	تَرَاهَا	
76	that (fem. sing.)	تِلْكَ		48	(our universities) welcome	تُرْحَبُ	
21	television	تِلِفِزْيُونٌ		60	you (masc. pl.) deserve	تَسْتَحِقُّونَ	
40	statues	تِمَائِلٌ		59	you (two) are resting	تَسْتَرِيحَانِ	
53	a statue	تِمْنَالٌ		2	she listens	تَسْتَمِيعُ	
4	exercises	تَمْرِينَاتٌ		97	(the leaves) fall	تَسْقُطُ	
28	they are running along	تَمْضِي		15	(the car) runs	تَسِيرُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
83	The United Arab Republic	الجمهورية العربية المتحدة	ح	35	it passed (the ball)	تَنَاقَلَ	
				2	she pronounces	تَنْطُقُ	
				61	congratulation	تَهْنِئَةٌ	
47	our Republic	جُمْهُورِيَّتُنَا		45	secondary (fem. sing.)	ثَانَوِيَّةٌ	ث
35	a wing	جَنَاحٌ		39	dry (masc. sing.)	جَافٌ	ج
34	two wings	جَنَاحَانِ		45	a university	جَامِعَةٌ	
60	his best	جَهْدُهُ		47	universities	جَامِعَاتٌ	
21	weather (bulletin)	(نَشْرَةٌ) جَوِيَّةٌ	ح	34	its side	جَانِبُهُ	
52	Guiza	الْجِيزَةُ		61	worthy of (fem. pl.)	جَدِيرَاتٌ	
51	Hatem	حَاتِمٌ		92	leather	جِلْدٌ	
34	a (goal) keeper	حَارِثٌ		66	they (two) sat	جَلَسَا	
2	it is time for...	حَانَ		29	groups (of pedestrians)	جَمَاعَاتٌ	
84	Ethiopia	الْحَبَشَةُ		29	a group	جَمَاعَةٌ	
85	Ethiopian	حَبَشِيٌّ		82	collecting	جَمَعَ	
39	its gardens	حَدَائِقُهَا		91	he collected	جَمَعَ	
41	iron	حَدِيدٌ		3	sentences	جُمْلٌ	
40	a garden	حَدِيقَةٌ		2	a sentence	جُمْلَةٌ	
97	its heat	حَرَرُهُ		20	a republic	جُمْهُورِيَّةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
45	education (study)	دِرَاسَةٌ		15	a horse	حَصَانٌ	
51	his education	دِرَاسَتُهُ		21	our luck	حَظُّنَا	
51	a study (mission)	(بَعْثَةٌ) دِرَاسِيَّةٌ		47	law (College of)	حُقُوقٌ	
91	his shop	دُكَّانُهُ		34	a referee	حَكَمٌ	
67	a part (in a play)	دَوْرٌ		38	Helwan	حُلْوَانٌ	
60	his part	دَوْرُهُ		33	around	حَوْلَ	
61	her part	دَوْرُهَا		28	when	حِينَ	
75	that (masc. sing.)	ذَلِكَ	ذ	51	abroad	(إِلَى) الْخَارِجِ	خ
91	they (two) went	ذَهَبَا		96	autumn	خَرِيفٌ	
91	I went	ذَهَبْتُ		9	incorrect	خَطَاً	
40	they (masc.) went	ذَهَبُوا		29	khafirs	خُفَرَاءُ	
3	he revised	رَاجَعَ	ر	53	Khefren	خَفْرَعٌ	
4	I revised	رَاجَعْتُ		29	khafir	خَفِيرٌ	
8	we revised it	رَاجَعْنَاهُ		53	Khufu (Chiops)	خُوفُو	
54	a head	رَأْسٌ		75	better	خَيْرٌ	
54	its head	رَأْسُهُ		33	(the two teams) ran around	دَارَ	د
96	spring	زَبِيعٌ		21	warm	دَافِئٌ	
67	men	رِجَالٌ		13	a bicycle	دَرَّاجَةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَةٌ		41	they returned	رَجَعُوا	
21	is shining brightly	سَاطِعَةٌ		22	he answered	رَدَّ	
29	(they) maintain (security)	سَاهَرُونَ (عَلَى الْأَمْنِ)		83	letters	رَسَائِلُ	
29	pedestrians (nominative)	سَائِرُونَ		52	he wished	رَغِبَ	
28	pedestrians (genitive)	سَائِرِينَ		39	(the friends) took (the train)	رَكِبَ	
54	you will see	سَتَرَى		15	it took (a carriage)	رَكِبَتْ	
14	you will visit	سَتُزُورُ		41	they took (the train)	رَكَبُوا	
15	express (train)	سَرِيعٌ		98	sports	رِيَاضَاتٌ	
21	lucky (masc. sing.)	سَعِيدٌ		21	a sport	رِيَاضَةٌ	
62	happy (fem. sing.)	سَعِيدَةٌ		83	time	زَمَنٌ	ز
53	Sakkarah	سَقَّارَةٌ		61	a husband	زَوْجٌ	
9	I have heard it	سَمِعْتُهُ		53	Zoser	زَوْسَرٌ	
8	we have listened to...	سَمِعْنَا		14	a visit	زِيَارَةٌ	
39	Samirah	سَمِيرَةٌ		39	I will bring	سَأُخْضِرُ	س
52	we are going to see	سَنَرَى		97	coast (seaside)	سَاحِلٌ	
84	The Sudan	السُّودَانُ		46	I will go	سَأَذْهَبُ	
85	Sudanese	سُودَانِيٌّ		52	(the car) took (them)	سَارَتْ (بِهِمَا)	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
20	a newspaper	صَحِيفَةٌ	ط	29	cars	سَيَّارَاتٌ	
39	friends (masc. dual)	صَدِيقَانِ		40	walking	سِيرٌ	
39	friends (fem. dual)	صَدِيقَتَانِ		67	he is going to see it	سَيُشَاهِدُهَا	
84	friends (fem. dual- genitive case)	صَدِيقَتَيْنِ		16	bank (of river)	شَاطِئٌ	ش
53	my friend	صَدِيقِي		16	he saw	شَاهَدَ	
83	friends (masc. dual- genitive case)	صَدِيقَيْنِ		39	they saw (masc.)	شَاهَدُوا	
28	a whistle	صَفَّارَةٌ		96	winter	شِتَاءٌ	
28	his whistle	صَفَّارَتُهُ		35	hard (adverb)	(بِ) شِدَّةٍ	
83	a page	صَفْحَةٌ		16	a sail (boat)	(قَارِبٌ)	
83	two pages	صَفْحَتَانِ				شِرَاعِيٌّ	
34	he whistled	صَفَّرَ		3	he explained	شَرَحَ	
34	he applauded	صَفَّقَ		27	policemen	شُرَطَةٌ	
41	steel	صُلْبٌ		27	a policeman	شُرْطِيٌّ	
47	pharmacology (college of)	صِنْدَلَةٌ		15	streets	شَوَارِعُ	
96	summer	صَيْفٌ		39	its streets	شَوَارِعُهَا	
83	stamps (masc. dual- nominative)	طَابِعَانِ	ط	35	a halftime	شَوُطٌ	ص
59	a woman doctor	طَبِيبَةٌ		21	clear (fem. sing.)	صَافِيَةٌ	
28	a way	طَرِيقٌ		19	newspapers	صَحُفٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
83	Arab (masc. dual - genitive)	عَرَبِيَّيْنِ		28	their way	طَرِيقُهَا	
51	he knew	عَرَفَ		48	students	طَلَبَةُ	
22	you (masc. pl.) have known	عَرَفْتُمْ		82	stamps	طَوَائِعُ	
40	afternoon	عَصْرٌ		61	all (day) long	طُولَ (النَّهَارِ)	
48	great (masc. sing.)	عَظِيمٌ		40	shady	ظَلِيلَةٌ	ظ
47	science (College of)	عِلْمٌ		68	appeared (fem. dual)	ظَهَرَتَا	
91	upon you (dual)	عَلَيْكُمَا		34	backs (masc. dual nominative)	ظَهِيرَانِ	
41	work	عَمَلٌ		35	backs (masc. dual - genitive)	ظَهِيرَيْنِ	
28	when	عِنْدَمَا		48	world	عَالَمٌ	ع
92	come back (dual)	عُودَا		40	women workers	عَامَلَاتٌ	
52	his return	عُودَتُهُ		29	crossed	عَبَرَتْ	
40	springs	عُيُونٌ		28	crossing	عُبُورٌ	
47	Ein Shams	عَيْنُ شَمْسٍ		54	strange (masc. sing.)	عَجِيبٌ	
91	tomorrow (next morning)	الْغَدُ	غ	74	an issue (of a magazine)	عَدَدٌ	
48	tomorrow (in the future)	غَدًا		83	Iraq	الْعِرَاقُ	
1	Fatimah	فَاطِمَةُ	ف	28	carriages	عَرَبَاتٌ	
98	a benefit	فَائِدَةٌ		14	a carriage	عَرَبِيَّةٌ	
76	she opened	فَتَحَتْ		4	Arabic (Language)	عَرَبِيَّةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
68	were (masc. dual)	كَانَا	ك	22	he was pleased	فَرِحَ	
1	his book	كِتَابُهُ		97	happy (masc. pl. nominative)	فَرِحُونَ	
1	her book	كِتَابُهَا		34	a team	فَرِيقٌ	
4	I have written	كَتَبْتُ		33	teams (masc. dual-nominative)	فَرِيقَانِ	
8	we (two) have written	كَتَبْنَا		34	teams (masc. dual - genitive)	فَرِيقَيْنِ	
46	many (fem.)	كَثِيرَةٌ		27	big (masc. sing.)	فَسِيحٌ	
92	back (of a book)	كَعْبٌ		68	an act	فَصْلٌ	
8	words	كَلِمَاتٌ		96	seasons	فُصُولٌ	
2	a word	كَلِمَةٌ		90	I have thought	فَكَّرْتُ	
46	colleges	كُلِّيَّاتٌ		97	its fruits	فَوَاكِهُهٗ	
46	a college	كُلِّيَّةٌ					
76	nice (fem. sing.)	لَطِيفَةٌ	ل	67	a hall	قَاعَةٌ	ق
62	playing	لَعِبٌ		90	already	(مِنْ) قَبْلُ	
4	a language	لُغَةٌ		33	a foot	قَدَمٌ	
35	but	لَكِنْ		97	the coming (of spring)	قُدُومُ (الرَّبِيعِ)	
92	a colour	لَوْنٌ		10	reading	قِرَاءَةٌ	
1	Maged	مَاجِدٌ	م	3	she read	قَرَأَتْ	
75	last (adjective)	الْمَاضِي		54	he told	قَصَّ	
				92	cloth	قُمَاشٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
90	volumes	مُجَلَّدَاتٌ		91	last (fem. sing.)	مَاضِيَةٌ	
92	volumes (masc. dual - genitive)	مُجَلَّدَيْنِ		40	skilful (masc. pl. nominative)	مَاهِرُونَ	
82	a collection	مَجْمُوعَةٌ		33	a match (game)	مُبَارَاةٌ	
82	collections (fem. dual - nominative)	مَجْمُوعَتَانِ		39	its buildings	مَبَانِيهَا	
82	his collection	مَجْمُوعَتُهُ		66	next to each other (masc. dual - genitive)	مُتَجَاوِرَيْنِ	
84	her collection	مَجْمُوعَتُهَا		83	united (fem.- sing.)	مُتَّحِدَةٌ	
84	my collection	مَجْمُوعَتِي		15	metro	مِتْرُو	
92	collections (fem. dual - genitive)	مَجْمُوعَتَيْنِ		41	pleasure	مَتْعَةٌ	
47	various (fem.)	مُخْتَلِفَةٌ		96	blossoming (fem.)	مُتَفَتِّحَةٌ	
61	a director	مُخْرِجٌ		66	spectators (masc. pl. - genitive)	مُتَفَرِّجِينَ	
52	a while	مُدَّةٌ		74	a magazine	مَجَلَّةٌ	
53	step (pyramid)	مُدْرَجٌ (هَرَمٌ)		76	your (masc. sing.) magazine	مَجَلَّتُكَ	
29	cities	مُدُنٌ		76	your (fem. sing.) magazine	مَجَلَّتُكِ	
9	once	مَرَّةً		74	his magazine	مَجَلَّتُهُ	
40	observatory	مَرَصِدٌ		74	her magazine	مَجَلَّتُهَا	
34	the goal	الْمَرْمَى		74	my magazine	مَجَلَّتِي	
34	his goal	مَرْمَاهُ		90	a volume	مُجَلَّدٌ	
27	traffic	مُرُورٌ		89	a (book) binder	مُجَلِّدٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
67	actresses	مُمَثِّلَاتٌ		40	comfortable (masc. dual- genitive)	مُرِيحِينَ	
67	an actress	مُمَثِّلَةٌ		59	the hospital	الْمُسْتَشْفَى	
68	actresses (fem. dual - nominative)	مُمَثِّلَتَانِ		22	a play	مَسْرُوحِيَّةٌ	
67	actors (masc. pl.- genitive)	مُمَثِّلِينَ		41	winter resort	الْمَشْتَى	
41	their (masc. pl.) homes	مَنَازِلُهُمْ		38	sunny (fem. sing.)	مُشْرِقَةٌ	
83	for (a long time)	مُنْذُ		59	a factory	مَصْنَعٌ	
		(زَمَنٍ طَوِيلٍ)		97	rain	مَطَرٌ	
39	well-arranged	مُنَسَّقَةٌ		40	mineral (fem.)	مَعْدِنِيَّةٌ	
48	Mansurah	الْمَنْصُورَةُ		2	a teacher	مُعَلِّمٌ	
53	Menkereh	مَنْقَرَعٌ		27	with it (fem. sing.)	مَعَهَا	
98	of them	مِنْهَا		96	singing (adjective - fem.)	مُغْرَدَةٌ	
34	forwards (football)	مُهَاجِمُونَ		68	singers (masc. dual - nominative)	مُغَنِّيَانِ	
13	communications	مُوَاصَلَاتٌ		40	seats	مَقَاعِدُ	
96	having leaves (fem.)	مُورِقَةٌ		40	seats (masc. dual - genitive)	مَقْعَدَيْنِ	
2	time	مَوْعِدٌ	ن	1	his desk	مَكْتَبُهُ	
27	squares	مِيَادِينٌ		1	her desk	مَكْتَبُهَا	
40	water(s)	مِيَاهٌ		33	a field (football)	مَلْعَبٌ	
83	rare (masc. dual - nominative)	نَادِرَانِ		67	an actor	مُمَثِّلٌ	
4	he called	نَادَى					

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
3	he looked	نَظَرَ		29	people	نَاسٌ	
39	yes	نَعَمْ		60	a critic	نَاقِدٌ	
60	we work	نَعْمَلُ		1	we learn	نَتَعَلَّمُ	
28	he blew	نَفَخَ		60	success	نَجَاحٌ	
39	we meet	نَلْتَقِي		59	we serve	نَخْدُمُ	
92	a kind	نَوْعٌ		59	we serve you (both)	نَخْدُمُكُمْ	
92	kinds (masc. dual - nominative)	نَوْعَانِ		22	we go out	نَخْرُجُ	
82	these (fem. dual- nominative)	هَاتَانِ	ه	10	we revise	نُرَاجِعُ	
84	these (fem. dual- oblique case)	هَاتَيْنِ		22	we watch	نَرَى	
35	it attacked	هَاجَمَ		33	it came on to (the football field)	نَزَلَ	
35	an attack	هَجُومٌ		67	women	نِسَاءٌ	
35	a goal	هَدَفٌ		40	we rest	نَسْتَرِيحُ	
35	goals (masc. dual accusative)	هَدَفَيْنِ		22	we can	نَسْتَطِيعُ	
83	these (masc. dual nominative)	هَذَانِ		41	we see	نُشَاهِدُ	
83	these (masc. dual - oblique case)	هَذَيْنِ		21	a bulletin	نَشْرَةٌ	
62	they (dual)	هُمَا		40	active (fem. pl.)	نَشِيطَاتٌ	
46	engineering	هِنْدَسَةٌ		3	he pronounced	نَطَقَ	
61	they (fem. pl.)	هُنَّ		3	she pronounced	نَطَقَتْ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
15	is drawn by	يَجْرُهَا		16	air	هَوَاءٌ	
62	they (two) like	يُحِبَّانِ		39	its air	هَوَاؤُهَا	
62	they (masc. pl.) like	يُحِبُّونَ		14	a father	وَالِدٌ	و
97	they go	يَذْهَبُونَ		62	parents (masc. dual - nominative)	وَالِدَانِ	
10	he checks	يُرَاجِعُ		74	his father	وَالِدُهُ	
83	they (two) send	يُرْسِلَانِ		75	her father	وَالِدُهَا	
34	left	يَسَارٌ		59	his parents (genitive case)	وَالِدَيْهِ	
61	they deserve	يَسْتَحِقُّونَ		92	alone	وَحْدَهُ	
28	(the pedestrians) can	يَسْتَطِيعُ		2	after him	وَرَاءَهُ	
97	it falls	يَسْقُطُ		13	means	وَسَائِلٌ	
97	it gets stronger	يَشْتَدُّ		34	middle	وَسَطٌ	
10	he thanks	يَشْكُرُ		89	she put it	وَضَعَتْهَا	
28	he crosses	يَعْبُرُ		89	he put it	وَضَعَهَا	
28	they cross	يَعْبُرُونَ		60	our country	وَطَنُنَا	
20	he shows	يَعْرِضُ		40	Japanese	يَابَانِيَّةٌ	ي
10	he finds out, he knows	يَعْرِفُ		97	it comes	يَأْتِي	
61	he works	يَعْمَلُ		92	there remains	يَتَبَقَّى	
67	they act (fem. pl.)	يَقْمُنَ		10	should	يَجِبُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
10	he pronounces	يَنْطِقُ		67	he acts	يَقُومُ	
27	they control	يَنْظُمُونَ		67	they act (masc. pl.)	يَقُومُونَ	
28	he blows	يَنْفُخُ		83	they (two) write	يَكْتُبَانِ	
97	they run away	يَهْرَبُونَ		98	they practise	يُمَارِسُ	
				97	it tends	يَمِيلُ	
				98	(people) work harder	يَنْشِطُ	
						(النَّاسُ)	
						فِي أَعْمَالِهِمْ	

تمت طباعة هذا الكتاب على مطابع
المركز الدولي للتعليم الوظيفي للكبار في العالم العربي
سرس اللبان ، منوفية ، ج.ع.م
١٩٧٣/٥,٠٠٠

